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ABSTRACT

This journal presents a cross-section of current ideas about leadership and diversity and articles on programs and practices in the State University of New York's community college system. The 1993 issue includes the following: (1) "Pluralism and Diversity: The Journey toward Commitment," by Cora W. Wilder; (2) "The Organizational Development Consultant: An Asset to the College Community," by Alison Noonan; (3) "Teaching Criminology: The Role of Higher Education in Creating and Maintaining Inequality in Crime and Justice," by Marie Henry and Vicky Dorworth; (4) "Program Designs To Support Welfare Recipients," by John Kucij; (5) "The Role of Faculty at Community Colleges as Retention Facilitators," by Mary E. McMann; (6) "Diversity and Safety Concerns," by Kathryn B. Sullivan; (7) "School/College Partnership: Writing Across the Curriculum, Grades 9-14," by Patricia Bernadt Durfee; (8) "Revitalizing Professionalism through Leadership," by Robert J. Mullin; (9) "Portfolio Assessment as a Reflection of Transactive Learning in College Development Reading Classes," by Jian Zhang; and (10) "Suffolk's Easter Campus Retention Program," by Randolph H. Manning. (MAB)

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THE 1993 COLLECTION OF ARTICLES ON ACADEMIC AND ADMINISTRATIVE ISSUES FACING SUNY'S COMMUNITY COLLEGES

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COLLEAGUE

An annual collection of articles on academic and administrative issues facing community colleges of the State University of New York

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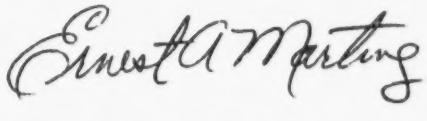
FOREWORD

Upon my recent arrival to New York's community college system, I was pleasantly surprised to discover that the State University had a regular and formal vehicle for the sharing of academic and administrative issues facing our institutions. There was no Colleague in either California or the State of Washington, where I worked before coming to SUNY.

I wish there had been because it became very obvious to me, after reviewing past Colleague issues, that the publication, thanks to the hard work of its contributors, has a finger to the pulse of community college education. Over the years, timely issues have been addressed in insightful and revealing ways. I cannot help but believe that lessons learned on one campus and shared throughout the system via Colleague have strengthened any number of programs serving this State's citizens.

Colleague, 1993, like its predecessors, offers well-thought-out advise based on hands-on experience and reflects well on faculty and administrators throughout SUNY. We all can be very proud of this publication.

I am grateful to the SUNY Faculty Council of Community Colleges and the Association of Presidents of Community Colleges which, in conjunction with my office, provide the leadership and resources to make Colleague such a valuable means of communication for all interested in creative ideas in higher education. Charles Burns, also, deserves our gratitude for insuring this marvelous vehicle for sharing continues.



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PLURALISM AND DIVERSITY: THE JOURNEY TOWARD COMMITMENT

by Cora W. Wilder
Chair
Social Sciences Department
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In Spring, 1992, the Board of Trustees at Rockland Community College took a step that was extraordinary. For the first time in the history of the college, the Board endorsed and approved an additional graduation requirement for all incoming Liberal Arts students. In Fall, 1992, this requirement was extended to include students in all registered degree programs — from respiratory care technology to graphic design to accounting to travel and tourism.

Then, in another ambitious, historic step, the Board endorsed a single course to teach about America's diversity. This basic, introductory survey course is to be the cornerstone of Rockland's curricular reform — reform that ultimately will integrate multi-cultural perspectives into mainstream courses in all disciplines. Earlier, very serious study had been made of the implementation of diversity requirements on other campuses — of Berkeley's "American Cultures" requirement, under which 100 new courses are expected to be developed; of Hunter's proposal to require three courses — on women, American minorities and non-Western civilizations; and of Brown University's Odyssey II Program which focuses on mentoring and research opportunities for undergraduates with multicultural interests.

At Rockland Community College, the creation of the course entitled "Pluralism and Diversity in America" (PDA 101) evolved from the work of a Task Force on College Pluralism and Diversity, appointed in April, 1990 by former President F. Thomas Clark. The Task Force was charged, in part, with studying the degree to which Rockland was responsive to the reality of a changing national demography.

Almost from the beginning, the activity of the Task Force was viewed with skepticism, and when it became clear that curricula was one of its primary concerns, many people at the college reacted with alarm. Rockland joined what the *New York Times*, on October 28, 1991, identified as the "tortured national debate over the cultural biases of the American college curriculum." At Rockland, the one and a half year journey from idea to reality was filled with highly-charged dialogue about the courses, its objectives, its structure, its content and scholarship — not to mention whether or not such a course was ever needed. Questions were raised, too, about traditions, standards and areas of competence.

At times, the debate was compelling and truly bizarre. But beneath it all, there was a passion not seen in recent years. Indeed, I was reminded of the spirited, sometimes scholarly, forums of the 1960's and 70's as various segments of the college community became engaged, enraged, irreverent and irrelevant.

Months went by, and by the time the Faculty Senate, the Student Senate, and the Board of Trustees endorsed PDA 101, we knew we were truly breaking new ground. The models in existence were quite different from what we envisioned, and they had limited use as guidelines. Our Learning Activity Proposal (LAP) for the course went through countless revisions, but the final proposal was a pioneering effort, using an interdisciplinary, team-taught approach that is unique. The interdisciplinary nature of the course is based on the understanding that our cultural foundations influence and are influenced by all important areas of our lives — including

philosophy, literature, economics, art, history, and political science. The decision that it should be team-taught was more than a pedagogical concern; it suggested a real commitment of the resources of the college.

Most important, there was broad consensus about the following: While the course addresses the diversity of *cultural* experience, its emphasis is on the commonality of the *human* experience. We all struggle with issues of acculturation, family, communications, ethnicity, and gender. To paraphrase a point made by Alice Kessler-Harris (Rutgers University) in the October 21, 1992 edition of the *Chronicle of Higher Education*, our insistence on a course in diversity was an effort to "rethink and renegotiate" the relationship between our sense of what was individually distinctive and the common culture that shaped us all.

There is much more to be shared about the implementation of this now-required course and about our experiences of the past year, but here I want to share the philosophical conclusions that led to the creation of the course. I believe there are compelling forces and developments that have made it necessary to address our diverse heritage with new awareness in a more responsible way.

These forces and developments acknowledge five key imperatives which I recognize as:

1. Demographics
2. Difference
3. Discrimination
4. Democracy
5. Duty

The Demographic Imperative

Along with the birth rate and death rate, the migration rate is the third principal factor in demographic change. In the past 200 years, major changes in birth and death rates have occurred in the United States, and in the not-too-distant future, it is expected that we will be approaching Zero Population Growth.

Migration is the relatively-permanent movement of people over sizeable distances, usually for fairly complex reasons: the perception of greater economic opportunity and prosperity, escape from racial and religious bigotry, frustration with prevailing political regimes, and the desire to reunite families.

Only about one to three percent of Americans can claim to be truly indigenous; everyone else is either an immigrant, a descendent of one, or was transported here. In the past, immigration policy gave preference to those from western Europe, while making it difficult for those from eastern Europe, Asia, and Africa. Between 1820 and 1960, approximately 42 million people migrated to the United States, and each decade since, approximately 2.5 million have arrived.

Since 1968, however, following the Immigration Reform Act of 1965, most new immigrants have arrived from Spanish-speaking Latin-American nations and Asia rather than from Europe. Between 1981 and 1986, 89% of legal immigrants to the United States came from non-European nations — Asia (the Philippines, Korea, and China) and the Americas (Mexico and Cuba).

The numbers of illegal or undocumented immigrants are vast and nearly 100 countries are represented among those apprehended annually by the Immigration and Naturalization Service. Since 1982, for example, some 150,000 Irish immigrants, most illegal aliens, have come to the United States and about a quarter of these have settled in Boston.

The growing perception that the ethnic minority population is increasing at the fastest rate is, however, an accurate one. The democratic imperative is that ethnic changes in the United States continue to be non-European and non-White. James A. Banks, in *Teaching Strategies for Ethnic Studies*, reports that this changing ethnic texture will have "major implications for all of the nation's institutions, including schools, universities, and the workforce." The nation's schools are becoming increasingly non-white and poor, and a study by the Hudson Institute/U.S. Department of Labor projects that by the year 2000, 85% of the growth of the workforce will come from women, minorities, and immigrants.

The American Institute for Managing Diversity observes: "By the year 2000, only about one in seven new employees in America will be a white male." A major concern of our Pluralism and Diversity course is learning to deal pro-actively with a diverse workforce, classroom, and community.

The Imperative of Difference

One of the most seductive of our metaphors is the concept of the "melting pot" — the notion of a new blend emerging for diverse immigrant groups. The essence of this concept was captured in Zagill's popular Broadway production of 1908, called "The Melting Pot."

> America is God's crucible, the great Melting Pot, where all races of Europe are melting and reforming! Here you stand, good folk, think I, when I see them at Ellis Island, here you stand in your fifty groups, with your fifty languages and histories, and your fifty blood hatreds and rivalries. But you won't long be like that, brothers, for these are the fires of God you've come to... Germans and Frenchmen, Irishmen and Englishmen, Jews and Russians... Into the Crucible with you all!... God is making the American.

The reality, though, is quite different. Assimilation is all but impossible for many of us. One reason is that many of us are so dissimilar, racially and ethnically, from the white, Anglo-Saxon Protestants of Northern Europe who were the first to settle and quickly gain control of most American institutions. A second reason for the lack of assimilation relates to the unique historical circumstances surrounding other groups' arrival here and entry into the labor market.

The assimilationist's view is of a society in which race and ethnicity are not important, but there is little indication that such a society is on the horizon or that most of us would even welcome it. *The Harvard Encyclopedia of American Ethnic Groups* reports that this nation is composed of at least 276 different ethnic groups, including 170 different Native American groups. Difference is a fact of life. Nathan Glazer, in the book *Bridges and Boundaries: African Americans and American Jews*, writes:

> In America, we have lived under a peculiar social compact. On the one hand, publicly and formally and legally, we recognize only individuals, we do not recognize groups — whether ethnic, racial, or religious. On the other hand, these groups exist in actual social fact. They strongly color the activities and lives of most of our citizens. They in large measure determine an individual's fate through their control of social networks which tend to run along ethnic, racial, and religious lines.

Ethnic difference is a fact of life, but it persists, also, because it is so essential to self-concept, self-esteem, and personal grounding. Members of an ethnic group feel themselves bound together by a common heritage. The identification with others who share one's history, language, customs or traditions is an early aspect of the socialization process. This difference helps to shape our view of the world and our view of ourselves. It satisfies important human and emotional needs or it puts us at odds with our surroundings. W.E.B. DuBois wrote nearly a century ago: "The real tragedy of our world today is not that men are poor — all men know something of poverty; not that men are ignorant — what is truth; not that men are wicked — who is good; but that men know so little of men." The real challenge of a course such as PDA 101 is learning to look at diversity not in terms of how various groups fit in or might become more Anglo(cized) but in terms of how diversity can be a resource in the reality of new worldwide competition.

The Imperative to Address Discrimination

Some years ago, a 6-month study was conducted by the *New York Times*, involving 566 interviews with Hispanics in the metropolitan area. The report was entitled, "Hispanic Newcomers in City Cling to Values of Homeland: Most in Survey Cite Discrimination and Say Traditions are Threatened." In this study, an overwhelming majority saw themselves as victims of discrimination and at the bottom of the social ladder, below African Americans.

As Juan L. Gonzales pointed out in his book, *Racial and Ethnic Groups in America*, "Discrimination is a conscious act that can occur as a result of individual behavior or as the result of insti-

tutional policies and laws." Discrimination is different behavior directed toward a stigmatized group, and it remains a factor in America. Lawrence Thomas wore an op-ed piece for the *New York Times* in August, 1990 entitled, "Next Life, I'll be White."

> My 40-year journey through life has revealed to me that more often than not, I need only to be in the presence of a white woman and she will begin clutching her pocketbook. My sheer presence has reminded more white people — female and male alike — to lock their car doors than I care to think about. I suppose it can be said here that I make an unwitting contribution to public safety.

There was much talk in this past election about America not having the luxury of losing anyone. Governor Mario Cuomo, in his nominating speech of July 15, 1992, delivered at the Democratic National Convention in New York City, referred to the "first principle of our Democratic commitment: the politics of inclusion, the solemn obligation to create opportunity for all of our people. Not just the fit and the fortunate. . . ."

Important steps have been taken to reduce discrimination in American society. Recent legal efforts include Brown vs. Board of Education in 1954, the 24th Amendment to the Constitution outlawing the poll tax in 1963, and the Civil Rights Act of 1964. Social protest, other acts of civil disobedience, and the urban violence that occurred in many cities across the country have served, too, to bring the issue of discrimination to the forefront. More recently, community-based, multi-ethnic civil rights organizations have worked to promote social equality in local communities. Indeed, a Mental Health activist and concerned citizens were among those to halt the National Institutes of Health's funding for a conference on heredity and criminal behavior. As the *Washington Post* reported on August 19, 1992, "Because Blacks are disproportionately represented in crime statistics, some of those who oppose the conference fear that such research could revive discredited theories that Blacks are biologically inferior. Other critics see biological approaches to crime as an attempt to blame people who are victims of social conditions — such as poverty and racism."

Discrimination continues to permeate our society, preventing many from achieving full structural inclusion, freedom and dignity. By its nature, discrimination is the antithesis of pluralistic consciousness. It must be addressed. We know it to be true that some groups receive more rewards from society than others, and these advantages contribute to the alienation and anomie many people feel. Our Pluralism and Diversity course seeks to intensify efforts to enhance interethnic regard.

The Democratic Imperative

The word "democracy" actually comes from a Greek word meaning "rule of the people," and this is no doubt what Lincoln had in mind when he defined democracy as "government, of the people, by the people, and for the people." In practice, no such system exists and, if it did, there would be complete chaos. Ours is, more accurately, a representative democracy — that is, it is predicated on informed and thoughtful citizens choosing representatives who will make political decisions for them. Representative democracy is historically recent and essentially fragile, but it is the ideology of democracy that is so compelling! It is clear that no society can prosper — indeed, no society can exist — without ideas held in common. Without this, there can be no common action. Without common action, there may be individuals but there is no social body.

When we hear the word "democracy," the imagery is that of inclusion, access, freedom, participation, and — above all — rights. Throughout history, the democratic imperative has been to protect the individual's basic rights. We have the right to trial by jury, due process of law, protection from "unreasonable searches and seizures," protection from being compelled to testify against ourselves in criminal cases, and a guaranteed freedom of speech, press, and religion.

But, as Thomas Jefferson wrote in 1816, "...morality, compassion, generosity, are innate elements of the... constitution." That is to say, democracy is not just ideology. Democracy has survived the changing circumstances from Jefferson's times to ours, because its system of beliefs is essentially a system of compassion and morality. Our inalienable rights are moral rights that persons can claim just because they are persons. These preexisting rights are possessed by all

Americans independent of circumstances. Inclusion, equal access, equal opportunity for each to develop to his or her fullest potential. Jefferson wrote on another occasion, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never will be." If America is to continue to be a world power, it must recognize the strength of its diversity. There is a critical need for cross-cultural competency and respect. As citizens in this great democracy, we are entitled to this understanding. We don't have anyone to lose!

The Imperative of Duty

Earlier, I asserted that rights can be claimed on the sole basis of personhood. As philosophers would point out, however, the question, "Does person A have the right to B?" is not to be confused with the question, "What is the right thing for person A to do?" The first question inquires into A's prerogative and entitlements. The second question is a far broader one. It inquires into A's duty. It asks, "Is A doing the right thing?"

Right in this sense means correct — morally and ethically necessary. It is not easy to determine what is right and wrong, but it is an essential aspect of life. Every day we must make evaluations, judgments, and decisions, based on our goals, reasons considered, relevant information uncovered, and universal ethical principles applied.

We at Rockland determined that the new Pluralism and Diversity course fulfilled a primary responsibility that we as educators had to add honesty, depth and morality to our study of American society. The study of Pluralism and Diversity in America — and the incorporation of this learning experience into the consciousness of our students — is, simply, the right and ethical thing to do. Frank F. Wong, in the article, "Diversity and Our Discontents," published in the October 1992 *Bulletin of the American Association For Higher Education*, wrote, "We are in an era where the majority now has no choice but to engage minority cultures... In the great cultural transition of our time, what minorities have experienced for generations is now being experienced by all." It is often painful to examine diversity and differences and courses such as PDA 101 do not always "feel good," but it is our conviction that they are nonetheless necessary. By developing this course, we have made a commitment to live in a principled way, and to enhance the ability of our students to do so as well.

Our Common Ties

Walt Whitman wrote, "...I hear America singing. The varied carols I hear." "Pluralism and Diversity in America" utilizes a variety of curriculum methods to enable students to reach an understanding and appreciation of the rich mixture of cultures and heritages that make up the social landscape of America today. But it is not just a course about differences. We have discovered that in exploring our differences, we also come to have a fuller understanding of the things we hold in common.

This was demonstrated to me recently in a personal way. My phone rang one evening during a college recess and it was Samantha, the ten-year-old daughter of a neighbor. Samantha is very blond and very fair, a typical pre-teen — active in Girl Scouts, interested in slumber parties and matching wits with her eight-year-old brother. (I'm not so blond or fair, being African American.) Samantha also has an unusual amount of self-confidence.

"Cora," she asked, "Are you busy tomorrow?" I answered that I had an early morning and a late afternoon appointment and asked her, "What's up?" She asked if I was free around noon time, and I said I thought so. She went on to say that it was Grandparents Day at Upper Nyack Elementary School and her grandparents had returned to the Midwest. She wondered if I could come.

"Why?" I asked. "For what?" By now, I was laughing, though I was aware that she wasn't. She persisted that she'd like me to be her grandmother for a day. Still laughing, I said, "Samantha, you've got to be kidding." She replied, "No," saying she'd be honored if I would come. *I only had to be older than her!* I went — feeling a bit self-conscious — but no one else seemed to be so. It was one of the loveliest afternoons I'd had in a long time, as she fussed over me, showed me around the school, sat with me during lunch, and a program in the auditorium, and complained about her math teacher.

Clearly, we were two people from different backgrounds and cultures but bound by the family of humanity.

For more details on how the concepts presented above were incorporated into Rockland curricula and how a required reader/ text for the program evolved, contact the author at:

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THE ORGANIZATIONAL DEVELOPMENT CONSULTANT: AN ASSET TO THE COMMUNITY COLLEGE?

by Alison Noonan
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Many colleges and universities, regardless of size, experience organizational problems on a daily basis. Challenges to the managers and administrators of these operations may include poor communication, employee power struggles, morale problems, or one or more of the many problems associated with human relations and the structure of organizational responsibilities. The questions with which managers struggle all relate to the "bottom line": How can organizational goals be met? Further, can the organization's administration design mechanisms (management by objectives, total quality management, and participatory management) in order to develop necessary employee skills and perspectives to achieve these goals? Will new patterns of growth and development evolve from internal efforts, or will such patterns be more fully developed if the organization retains a specialist in organizational development (OD)? One prominent view is that community colleges can benefit greatly from the expertise of such an OD specialist.

In times of continued budget constraints, it is unlikely that an institution can seriously consider adding an OD expert to a permanent position at a community college. Further, many community colleges will find it challenging to secure funds to retain an outside consultant. However, the funding for such an expense is a matter that institutions should seriously consider. Many community college campuses operate on multi-million dollar budgets, and a community college in some ways is a large "business"; so, as such, the institution has the responsibility to search for ways to operate more efficiently.

The principal responsibility of an OD specialist is to study the organization's universe; to examine the "bigger picture"; not to study only symptoms, but to gain an understanding of the organization, its goals, operations and people. The OD practitioner, typically trained in the behavioral sciences, strives to help an organization function more effectively. Simply stated, the OD specialist works with an organization in an effect to improve it by identifying problems, designing plans to deal with problems, implementing the plans, and evaluating the results.

Distinguishing features of OD consulting are that organizational development focuses on the process rather than the specific content of the work; that the OD specialist should provide expertise for the process, not the task; that OD consultants do not give advice or solve problems themselves because the ultimate goal is to have the organization maintain the process without the consultant; that organizational development is not a one-time intervention but an ongoing process, the goal of which is for employees to eventually diagnose and plan without the assistance of the specialist.

How often do community colleges take a thorough, critical look at themselves and how they operate? On occasion, some colleges may call upon an outside specialist. One type may provide expertise when there are admissions marketing problems. Another may provide guidance for a facility's master expansion plan. Certainly community colleges operate with endless committees, studying countless assignments and challenges. How often do such studies include how the talents of employees are utilized? How often do community colleges search for better ways of administering and providing the educational and support services for which we are hired by our customers?

Organizational development can be defined as an educational process through which human resources are continuously identified, allocated and expanded in ways to make them more available to the organization, therefore improving the organization's problem-solving ability (Goodstein and Cooke 207). According to Goodstein and Cooke, organizational development usually:

- is a long-range effort to help plan change.
- is based on a diagnosis.
- involves the entire organization.
- has the goal of increasing organizational effectiveness and enhancing organization self-renewal.
- utilizes strategies to intervene in ongoing activities in order to facilitate learning and make choices about how to proceed. Cecil Bell and Wendall French, behavioral scientists, condense the basic steps of organizational development as diagnosis, action, process and maintenance (60).

When the OD specialist begins work with an organization, it is essential that the client-consultant relationship be clearly and carefully defined, then instituted. It is necessary to establish and maintain trust and openness so that all levels of employees cooperate with the specialist and the process. The specialist must be careful not to be lured into joining the culture of the organization, an action which could compromise objectivity. The specialist also must serve as a role model, sending clearly understood messages — a difficult task if a regular member of the college staff. The OD specialist must not be placed in the role of the expert hired to solve all of the problems of improvement.

Trends in reducing or eliminating middle managers, as well as the probability of increasing frequency of power struggles, will likely have a major impact on organizational effectiveness and, therefore, on the process by which the OD specialist assists the organization. Also, it has been suggested that other issues, including cross-cultural work settings and the roles of women in the workplace, will impact organizations, and consequently the OD practitioner.

Many organizations, including the community college, wrestle with groups of power brokers; for example, the campus "good old boys" and their influence. The OD specialist might be able to design programs to bring those groups back into the mainstream of the campus.

Other organizations struggle with ways to communicate effectively throughout the structure. There is always room for improvement when communicating with others in different corners of the campus. The specialist could help community colleges find ways to improve the way employees talk with each other.

OD specialists typically operate on developmental and optimistic basic assumptions and values that deal with individuals, groups and leadership. Organizational development emerged from applied behavioral sciences beginning with the invention of the T-group, where participants got in touch with their feelings, generally in a laboratory setting. Later, survey feedback technology and the use of action research became a major part of the process. Emphasis in the 1990s is placed on diagnosis, feedback and intervention.

There are many models of organizational development that depict organizations as systems. Using the "6-Box Model," OD specialists make several determinations, including the type of business, organization structure, how work is divided, how relationships are dealt with, what rewards are used, who the leaders are, and how the influence of technology is handled. An external examination is important also and may include determining restraints placed on the organization, the influence of outside persons, and accrediting bodies. The "Organizational Universe Model" directs an examination of organizational values and goals to determine how one affects the other.

Bell and French define the major organizational subsystems as technological, task, structural, and human-social. The latter is the key area in which the OD practitioner focuses efforts. Subsystem facets include skills and abilities, leadership philosophy and style, formal staffing, rewards, appraisals and informal groups norms and values (54).

The diagnostic stage represents a continuous collection of data focusing on the total system, its subsystems and systems process (61). The OD specialist gathers data about how people work

together and the norms which govern their behavior. For example, the practitioner determines how teams, certain departments and middle managers work together. In addition, the practitioner examines the organizational processes that are occurring, such as communication and goal setting and focuses on the present status, looking for gaps between that stage and what should be.

Several different methods of data collection are used by OD specialists, including observation, interviews and instruments which have rating scales. The type of instrument to be used will depend on the preliminary hypothesis formulated by the practitioner.

When observing, the consultant will pay attention to where power is located, who opinion leaders and power brokers are, political infighting, guarded territory, rumor grapevine, gossip, and the influence of subordinate groups. The specialist will investigate the campus "good-old-boys" network, the trustees and other volunteer leaders.

One technique often used in the first stages of data gathering usually is an unobtrusive method which could involve something as simple as listening to employee talk in the coffee room/cafeteria, or having conversations with the support staff. Obviously, this data may or may not be supported in the later data collection.

A principal source of data is from the diagnostic interview (the specialist decides in advance who to interview). In this sensing interview, there is an effort to determine who the individual is, how that individual relates with the supervisor and peers, and what changes the individual thinks should occur within the organization. Focus groups and attitude surveys are other techniques which are frequently used.

The OD specialist checks the data against the original hypothesis to validate it or eliminate it in the data feedback stage. It is crucial that results be shared with employees in order to give them the opportunity to participate and validate. French and Bell describe this as "getting everybody into the act." (93)

OD specialists might find discrepancies in responses between different employee levels. Employees have the right to know the results of the effort. When information is shared, there is likely to be more participation during the intervention stages. Data is not used to determine employee faults or punishments, but to aid in problem solving.

It is important to note that "without valid information it would be difficult for the client to learn and for the intervention to help...." (71) If the practitioner does not plan target groups, how to best approach the diagnosis, and how the information will be used, the diagnostic stage may prove to be effective.

After validating the information and making recommendations to the client, the practitioner has reached the action component of organizational development. Bell and French define interventions as "sets of structured activities in which selected organization units (target groups or individuals) engage in a task or sequence of tasks where the task goals are related directly or indirectly to organizational development" (73). These activities are conducted in addition to or in place of the normal activities. An example of a new activity might be where employee input is sought to correct a campus-wide problem rather than relying exclusively on administrative answers.

In general, organizational development interventions are experienced-based and derived from the belief that people learn best by doing. According to Bell and French, experience-based learning calls for exposure to the experience but also includes reflection about the experience. It is also important to structure the activity so that participants can learn about both the task and the process.

Interventions should be structured to include the relevant people affected by the problem or opportunity. Organizational development interventions focus on real behaviors of individuals and groups and on real problems. The activity typically is structured so that the goal and the path to achieve it are clear. It is important that the goal is manageable and attainable because this helps improve participants' feelings of success and competency.

Intervention typically contains both experienced-based and theoretical-based learning. By relating the experience to conceptual model theories, learning becomes integrated. The intervention should be structured so that individuals are in a supportive environment rather than a destructive one.

At a community college, teambuilding might be used as an intervention. A certain division may need help in improving the nature and quality of the relationship between the members or between members and the leader. A consultant interviews all members of the division to gain an understanding of the strengths and weaknesses of the team. The OD consultant would then give an overview of the results, maintaining confidentiality, at an all-day off-site workshop. The team would prioritize the problem areas in terms of importance and urgency and later develop action steps to correct the top three problems. Several subsequent all-day meetings could be held at intervals of three or four weeks until the original agenda is worked through. This schedule could allow enough time between meetings to implement action steps, while at the same time keep the level of progress and energy high. At the fifth meeting, the team may decide to hold quarterly team-building meetings to monitor progress and to address and solve new problems. Team development creates the opportunity for employees to come together to share their concerns, ideas, experiences and to begin to work together to solve their mutual problems and achieve common goals.

The major families of organizational development interventions are activities which are diagnostic, team-building, intergroup, survey feedback, education and training, process consultation, grid organization development, third-party peacemaking, coaching and counseling, life and career planning, planning and goal-setting and strategic management. Each intervention has a strategy attached, based on what was discovered in the diagnostic stages.

Depending on the organizational development strategy, not all interventions are used in each program. The OD specialist and the client need to be aware of the activities and realize which are appropriate. Solid interventions are planned and implemented to achieve goals. The interventions should be evaluated to measure the extent of goal achievement. Ongoing follow-up evaluation and feedback procedures are themselves the result of OD interventions.

If the client does not accept the specialist's diagnosis and prescriptions, there is little hope of organizational change. It is extremely important for the client to trust the OD consultant throughout the process. The client also must take responsibility for implementing recommended changes. In addition, both the OD consultant and the client should remember that because of the complexity of the goal, the organization may not reach its desired ultimate state, but should at least be growing toward that state. The process is likely to be long term.

The unique aspects of the campus environment should not preclude the effectiveness of organizational development or its practitioner. The independence of the faculty, the specialized nature of the customer, the influence of organized labor, or the dependence on state and county financing do not necessarily mean that efforts to improve the organization and all of its parts would fail.

If a college were to use the OD specialist, either as a consultant or permanent staff member, data collection (or diagnosis), informing employees at all levels (feedback) and recommending and enacting measures to alter outcomes (intervention) would not change.

The principal administrators in higher education — president, vice presidents and deans — could be so focused on their own responsibilities, whether education, recruitment, finances, or institutional relations that there is precious little time to venture into a specialized arena like organizational development. In addition, the field is new enough that many division and department managers have little or no training in the specialty. Do community colleges look at themselves and their operations by asking "What is the best for this college?" How often do educators say, "That's the way we've always done it." It would be advantageous for community colleges to draw on the expertise of the OD specialist to assist in assessing, evaluating and changing the campus organization.

To help community colleges achieve their mission, enhance their effectiveness, achieve excellence, and ensure survival, administrators, with full collaboration from faculty members, must develop conscious, explicit processes for managing change. These processes must include

strategies for defining missions, setting objectives, and allocating resources amid conditions of rapid change.

Ultimately, the goal of both higher education and OD is an effective organization in which individuals and groups effectively act and interact through efficient processes to accomplish established objectives. If "pursuing excellence and increasing quality" are more than rhetoric, then OD interventions can help.

Because higher education continues to face crucial years in the near future, administrators must continue to seek ways to make the educational organization as efficient as possible. Where can community colleges most effectively spend their time and energy in order to make the institution the educational success of the future? The organizational development specialist can help community colleges through the maze of problems and challenges with the human relationships at community colleges.

In times of tight budgets, it will be a struggle to justify as well as secure funds for an OD consultant. Managers may ask, "Why OD? Does it pay off?" The resounding answer is "yes." The benefits to the institution in the long run, clearly outweigh the cost in developing greater efficiency and helping to better achieve the College's mission and goals. An expenditure today is likely to pay for itself many times over through succeeding years.

Throughout the entire process, the organizational development specialist is not the content expert, but rather the process expert. The practitioner has the responsibility to instill in the client's system the capabilities for future problem solving and self-renewal, stressing skills, strategies and systematic thinking. Eventually, consultants should work themselves out of their jobs because they have been successful in building mechanisms into the interventions so that internal resources can help develop the necessary skills and perspectives to continue achieving organizational goals. The dependence on the practitioner decreases and the OD consultant moves to a new challenge while the client organization, the community college, continues its new pattern of growth and development.

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TEACHING CRIMINOLOGY:
The Role of Higher Education in Creating and Maintaining Inequality in Crime and Justice

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Abstract

The report of the project on the status of women suggests the college climate is "chilly" for women, especially in male-dominated fields such as criminology and criminal justice. Similar effects are reported for minority students as well. This paper explores the initial perceptions of introductory students concerning victims, offenders and professionals in the field. It identifies and analyzes sources of information in the college classroom which can create and perpetuate stereotypes of crime inequality. Arguably, the classroom experience shapes student perceptions, and influences future research, knowledge and participation within the field of criminology and criminal justice. The final section of this paper proposes alternative approaches to the teaching of criminology/criminal justice which confront the inherent inequalities of the traditional classroom approach to the study of crime.

Background Introduction

For at least the last decade, the two authors have taught a variety of crime-related courses in four-year university and two-year community college criminal justice programs. In the fall of 1988, we were invited to participate in a Federally-funded grant sponsored by Fund for the Improvement of Post-Secondary Education (FIPSE) to integrate women and minorities into our course teaching. At the heart of the project was the goal of increasing sensitivity to and inclusion and redefinition of the role of women and minorities in crime and justice curricula. The result of this project included much more. It forced major changes in all vital areas of teaching and learning within our crime and justice courses. These areas included no less than redefining the realities of crime, criminal justice and criminology; changing course objectives; questioning the role of educational process and student-teacher interaction; relearning and consciously drawing the relationship of educational methodology to course content and learning; questioning the traditional "canon" of core course content areas; and redefining measures of student and teaching performance evaluation. The purpose of this paper, then, is to chronicle this transformation, first by including initial observations of student perceptions and classroom factors surrounding the inclusion of women and minorities. Following will be a description of our course changes in progress, and conclusions will summarize some these ideas for course transformation and will include some preliminary comments on the emerging results.

Initial Student Perceptions

We began our study with a description of the criminal justice program at a two-year community college in which we were both teaching. This criminal justice program was developed as an occupational degree program simultaneously charged with preparing students for entry-level positions in law enforcement, security, and corrections; and with preparing students for transfer to four-year programs in criminal justice, criminology, other social sciences, and pre-professional programs. The students, faculty, and advisory board members reflected the employment field's

white male pervasiveness in population and orientation. A five-year program evaluation showed that women and minorities taking the introductory criminal justice courses tended to drop out of further coursework at rates disproportionate to other students in the program. To explore factors correlated with this differential attrition rate, we used a projective technique to investigate our students' initial perceptions of professionals in the criminal justice field. Students in three classes - introductory sociology, the administration of justice, and the introduction to law enforcement — were provided with nine blank pages, each headed with one of the following positional titles: police officer, social worker, high school teacher, college professor, judge, attorney, warden, offender, and victim. In each of the three classes, all taught by white female teachers, students were asked to portray their perceptions of each role by completing freehand pencil drawings of the actors. Students were furthermore asked to give first and last names to each person portrayed (to facilitate gender identification when artwork made gender discriminations difficult). A content analysis of the nine drawings obtained from sociology students, 67 criminal justice students, and 24 law enforcement students elicited the following results:

1. All criminal justice professionals were perceived as overwhelmingly male: 93% of the police officers drawn, 82% of the judges, 70% of the attorneys, and 78% of the wardens.
2. Students portrayed 51% of the high school teachers as female, while only portraying 19% of college professors as female, in spite of the fact that 100% of the college professors administering the test instrument were females. In addition, male college professors were more likely to have the title of "Doctor" or "Professor" before their last names.
3. Offenders were portrayed as males 81% of the time. Interestingly, the offender category was the only one to elicit any conscious racial identification, with several offenders obviously portrayed as black.
4. Victims were portrayed as female 48% of the time, with 12% of the victims unidentified by gender. Males were portrayed as victims 35% of the time, while both sexes were victimized in 4% of the drawings.
5. Female students in every class drew far greater percentages of females in any position than their male counterparts. For example, nine of the eleven policewomen were drawn by female students.
6. The sociology class attracted a greater percentage of female students in the class than either criminal justice class, in spite of the fact that both sociology and criminal justice classes equally fulfilled general education requirements for the general student population. Sociology students of both sexes drew greater percentages of female participation in all professional criminal justice categories than their criminal justice counterparts.
7. Other positional stereotypes emerged with significant frequency: social workers were matronly or effeminate male types; high school teachers wore flowery polyester dresses; attorneys carried bundles of money, sported gold necklaces and carried distinctly Jewish surnames.

Clearly, those criminal justice students brought with them perceptions that differed from other community college students, and that reflected, if not exceeded, the perception and reality of white male dominance in the field itself. Admittedly, these perceptions touch only lightly on much more complex student attitudes and beliefs about men and women in crime and justice, about black and white participation in crime and justice, and about the role of criminal justice, criminology and higher education in the social order. These more subtle attitudes were conveyed to us in classroom discussions, in comments overheard about speakers, teachers, and criminal justice role models, in films portrayed relevant controversial issues, and in a myriad of individual personal interchanges between teachers and students.

The Classroom Experience

Our next task was to identify and analyze factors in the classroom experiences of our criminal justice students which could reinforce or challenge these initial student perceptions. The following factors were each explored as part of our curriculum transformation project: the role of the instructor; the role of the student; the "classroom climate" and learning process; the

orientation of textbooks and other supplements such as readings, speakers, and films; explicitly stated course objectives and content; measures of student and instructor performance.

The Role of the Instructor: As female faculty members in the criminal justice program, we comprised a minority of two in a program including two full-time and six part-time male teaching faculty. We recognized our potential for change in a number of ways. First, we could act as role models for students of both genders. We could engage colleagues as well in discussions which forced all of us to examine traditionally-held assumptions about gender and racial realities in crime and criminal justice. We could introduce realities from a female perspective which had not been present from an older, male-dominant, one-sided perspective. The recent Clarence Thomas Supreme Court confirmation hearings illustrate the extent and intensity of differences of perception along gender lines that can accompany crime topics which traditionally raised no questions. In addition to the given status as white female instructors, we were also forced to examine our roles as teachers per se. Higher education itself has been equally accused of supporting the white male Eurocentric establishment, to exclusion of other voices. Feminist writers such as Carol Gilligan, Margaret Anderson, Paula Rothenberg, and Johnanna Butler, among a growing host of others, consistently emphasize the need to teach in a way that maximizes the learning experiences of all students, and teaches to a variety of learning styles.

The instructor informally, as well formally, influences student perceptions in a variety of ways. As we became more involved with the curriculum transformation project, we became sensitive to faculty members' use of humor in and out of the classroom to convey hidden sexist and racist messages. Faculty treatment of students when advising, when assisting students in outside study, and when interacting with other faculty members creates additional opportunities for self-analysis and change. Finally, faculty reaction to student ideas, values, contributions, and jokes cannot be underestimated as a force in shaping current student, and later professional attitudes.

The Role of the Student: Hand in hand with the adaptation of the teaching role to meet the recognition of expanded learning styles goes the often disquieting rocking of the "depository" or "bankers" style (Knowles, 1990, p.239) of learning. No longer are students perceived to be bank accounts to which instructors deposit gems of wisdom. Students can become vital, interactive participants in their own learning, rather than detached observers of a given body of knowledge. Experiential learning complements "objective" learning, and the student's interests and needs are considered in conjunction with course development, process, and content. The distinct lines of authority drawn between teacher and students are blurred, with the recognition of the power of collaborative learning between students, and the openness of the teacher to the important contributions of any possible expertise and chemistry contained within each unique student group.

The Classroom Climate and Learning Process: The Association of American Colleges' Project on the Status and Education of Women characterized the classroom climate, from preschool through post-graduate professional schools, as "chilly" for women (R. Hall, 1982). Examples of differences in eye contact between teachers and their male and female students, selective selection practices promoting higher male student classroom participation rates, inequalities in encouragement of male and female students, and sexist classroom language patterns include but a few examples of the many in which the classroom climate can differentially encourage male participation, investment, and success. At the same time, these uniform and selective processes exclude women and racial minorities by default. Feminist educators are just beginning to recognize what androgynist educators have long argued, in opposition to the traditional classroom approach to higher education — that learning involves mutuality, respect, collaboration between student and teacher, informality, sequential learning tied to mutually-developed objectives and readiness, encouragement of experiential learning, and mutual evaluation of success (Knowles, 1990, p.119).

Textbooks and Other Supplements: As part of participation in the FIPSE project, the authors became fascinated with the primary importance of textbook selection and its role in creating, perpetuating or challenging sexist and racist stereotypes within the crime and justice field. As part of a larger study comparing major criminal justice textbooks as a whole, we began looking at the visual representations provided in criminal justice textbooks. Textbooks, in an introductory class, are an integral part of the classroom experience. Arguably, if female students or minority students see themselves portrayed in a negative light or if they fail to see themselves

represented in the texts at all, the "chilling" effect may deter entry into the field which is in dire need of diversification. Introductory criminal justice textbooks survey the field and the three sub-systems which include law enforcement, courts, and corrections. Texts vary in emphasis, but consistently review the major concepts, administrative practices, and general functions of the agencies and actors operating within the criminal justice system. One aspect of textbook appeal to students and faculty alike has been the increasing reliance on sophisticated graphics, photography and visual stimulation devices to enhance textual content. Why is this supplementary feature important to an analysis of the treatment of women and minorities in an introductory criminal justice or criminology class?

The impact of visuals on human understanding has been recognized for at least thirty years. Baker (1961) states that individuals overtly react to images just as children react to candy. He warns against a purely rational approach to the effectiveness of visuals. He states that visuals evoke meaning in relation to past experiences and events and brings forth emotionally charged responses. Nonverbal communication, such as that found in photographs, has been documented to have a profound effect on the development of beliefs and attitudes (Hecker & Stewart, 1988). Shanteau states visuals will govern if there is no additional processing of text material and that if the interpreter has low degree of involvement, visual processing is completed prior to interpreting the verbal cues. Clearly, the impact of visual presentations in introductory texts in criminal justice and criminology can have a significant effect on both intended and unintended learning by students.

To initiate research into this area, we completed a content analysis of photographs contained in 22 introductory criminal justice textbooks in print after 1984 to determine the visual representation of women and blacks. All introductory textbooks listed in the 1989 edition of *Books in Print* were used in the analysis with the exception of those which failed to survey each of the major components of the criminal justice system. The analysis and coding were conducted in winter/spring, 1989. Therefore, new editions published in spring, 1990, or later were not included in the study. Comparisons by gender and race were made to determine the participation rates of persons in each group that were portrayed in authority (law enforcement, courts, and corrections), as victims, and as offenders. "Authority" was defined as any individual representing the criminal justice system in the following capacities: law enforcement officers, judges, prosecutors, defense attorneys, wardens, correctional officers, criminologists, forensic scientists or investigators, correctional teachers or psychologists, and caseworkers.

Results indicated an overall tendency to underrepresent females and blacks in all authority positions, to overrepresent blacks as offenders, and to overrepresent females as victims. A few examples will suffice to illustrate the discrepancies. Of the 22 textbooks surveyed, only one was solely authored by a female author, while another one was co-authored by two males and a female. (Author race was undetermined.) From the 22 texts, 1,285 photographs of people were extracted. Of these 1,285 photographs, 870 contained only males, 109 contained only females, and 334 contained both sexes. Racial imbalances were equally distorted: 860 of the 1,285 photographs collected contained only whites, a mere 88 photographs contained only blacks, and 301 photographs from the 1,285 contained both black and white races. The number of photographs in any given textbook ranged from 13 to 207.

The interactive effects of underrepresentation and distorted representation can be easily illustrated when one looks at the 88 photographs containing only blacks of one or both sexes. Remember that these 88 photographs of blacks only come from the total of 1,285 photographs of people. Within this small group of 88 black photographs, representing only 6.8% of the total number of photographs found in criminal justice textbooks, 26 (29.5% of the 88) featured blacks in authority, 4 (4.5% of the 88, and only .3% of the total number of photographs) characterized blacks as victims, and 58 (66% of the black photographs) portrayed blacks as offenders. Not only were blacks grossly underrepresented as a whole within the criminal justice field, when they were rarely represented, their representation was negatively stereotyped. When blacks and whites were shown in the same photograph, whites had a 6 times greater rate of portrayal as authority figures, while blacks were made more likely to be portrayed as offenders.

Similar results were found when comparing male/female participation rates. Photographs of males showed them in authority 56% of the time, as victims a mere 3.4% of the time, and as

offenders in 54% of the photographs. Female photographs portrayed women as criminal justice authorities in 38% of the photographs, as victims in 15% of the photographs, and as offenders in 34% of the photographs. Victimization rates of females were disporportionately high. Males were characterized as victims in only 3.4% of the photographs of males in criminal justice texts, while 14.7% of the female photographs included females as victims. Mixed-sex photographs included male authority figures in 38% of the photographs, while females portrayed as authorities in only 6.3% of the mixed-sex photographs. Females in mixed-sex photographs were almost twice as likely as their male counterparts to be portrayed as victims. Males were twice as likely to be portrayed as offenders in mixed-sex photographs.

Participation rates were skewed even further in favor of white males when we took into consideration the factor of "ghettoization." Ghettoization refers to photographs that were inserted in criminal justice textbooks only to highlight female or minority participation in criminal justice. For example, photographs of Sandra Day O'Connor and Thurgood Marshall routinely provided evidence of the recent inclusion of women and minorities on the Supreme Court. When we removed ghettoized photographs of women and blacks, photographic participation of women and black police officers, attorneys, judges, correctional officers, and others doing their jobs dropped even further.

The introductory criminal justice textbooks surveyed for this project reflect extreme white male dominance and fail to represent the growing diversity of the criminal justice field. Arguably, the text could exceed the status quo so as to encourage entry into a historically-exclusive field. Our preliminary content analysis supports the contention that the textbooks contribute to the chilly climate for females and blacks in introductory criminal justice classes which use these books. Although students are usually exposed to only one textbook, the categorical percentage for the individual texts singularly fared no better, and often times much worse, than the cumulative percentages from our study. Similar sensitivity to and analysis of other forms of classroom supplementary materials (speakers, films, readings, journals, field trips, video and audiotapes, research studies) need to be a part of the decision to include or exclude the material from the classroom experience.

Course Objectives: Typical course objectives for crime and justice courses include increasing student learning in a number of subject matter areas, increasing student abilities to apply skills such as oral and written communication, or critical thinking to particular crime topics, increasing student appreciation of different forms of analysis of crime and justice, such as historical analysis, systems analysis, a sociological or psychological analysis. Many of these course objectives may have been developed from older, traditional approaches to the study of crime. Some may have been approved by a division, department, or college in years past, with no recent questioning or review. Most have assumed an "objective" body knowledge as a starting point for development of course content. Curriculum transformation projects have stressed looking at these objectives with a fresh eye, questioning the assumptions of traditional content and methodology. Inherent in the development of inclusive course objectives is the assumptions of multiple realities, biases in the formulation of ideas, and in the research supporting conclusions in the field. The inclusive curriculum also includes sensitivity to the student as an integral part of creating, defining, and interpreting the course objectives. The relevances of course objectives to students becomes another consideration. This shift in emphasis creates new course objectives, and also creates the need to review old course objectives in a new light.

Evaluation of Student and Instructor Performance: Curriculum transformation projects aimed at maximizing the success of all students have mirrored the findings from numerous studies currently criticizing the effectiveness of traditional student evaluation techniques. The Harvard Assessment Seminars project (Fiske, 1990) rejected the idea of trying to measure what students know. Instead it favored determining the conditions under which students do their best work. Using this approach, evaluation shifts from mere content to process as well. This project emphasized the gains gleaned from questioning techniques of teaching. Other studies have reiterated the difficulties and limitations of reliance on standardized, computer-graded, multiple-choice type examinations for all students. Assessment has become a large issue with educational bodies in general, and with college accrediting bodies as well. The New York State United Teachers, documenting the national controversy over the effectiveness and reliability of traditional standardized testing measures, has argued for the decrease of multiple-choice testing

in the New York school system. Their spokesperson concluded that we are "using 19th century tools and trying to get 20th century results" (Williams, 1991). College accrediting bodies, such as the Commission on Higher Education of the Middle States Association of Colleges and Schools, have increased sensitivity and attention to both multicultural diversity and assessment issues.

Evaluation measures are closely linked to course objectives, and to assumptions about learning and teaching. Depository learning lends itself to regurgitory evaluation techniques. Interactive and inclusive learning requires evaluative adaptations in order to put value on the new approaches. Changes in classroom climate, in student participation, in collaborative learning environments, and in any new approaches become meaningless if they are not included in final course grades and faculty evaluations.

Challenges and Changes

Course Objectives: After spending a semester immersing ourselves in feminist scholarship and process, we found that redefining course objectives was probably the most important single turning point in the transforming of our courses from traditional course descriptions found for decades in higher educational institutions to a more inclusive approach. The transformed course objectives and syllabi emphasize the participation, importance and success of diverse realities, perceptions, methods, and results. By consciously sitting down and redefining course objectives, we were able to digest, relate, and integrate all of the factors shaping our approach to crime and justice within the college classroom. The following list of objectives, which grows and changes as we do, includes ideas and issues which were explicitly or implicitly ignored by our earlier, more traditional approach to teaching criminal justice, criminal law and criminology courses.

1. Recognizing the inadequacy of presenting just a status quo, "objective" overview of the criminal justice system, the criminal law, law enforcement, corrections, and the courts;
2. Inspiring questions and critical evaluation of the goals, methods, and effectiveness of the criminal justice system and crime control measures;
3. Defining law and criminal justice from a more sociological perspective, recognizing the relativistic nature of criminal law and justice, and their relationship to the social system and power structure of which they are a part;
4. Exposing the role that discretion within the criminal justice system plays in reinforcing social norms;
5. Employing a cross-cultural and interdisciplinary perspective in the exploration of criminal justice, crime, and criminal law issues;
6. Redefining crime, criminal justice, and criminal law in broader, less ethnocentric terms, that recognize human rights in a more generic sense;
7. Integrating sexual, racial, social class and other forms of inclusiveness within a learning environment that also encourages the development of skills cited by criminal justice employers as needed by job applicants - critical thinking skills, improved verbal and written communication skills, awareness of ethical dilemmas, exposure to technological development in the field, familiarity with the insights of the behavioral sciences;
8. Recognizing the limitations of the "objective" scientific method as applied in a chauvinistic society; identifying our own biases and concerns and communicating them to students; and encouraging students to explore their personal biases, concerns, and goals;
9. Developing the concept of "privilege" as it applies to criminal law and crime control. (This concept is discussed in "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies" by Peggy McIntosh, 1988);
10. Selecting resources, texts, readings, audiovisuals and guest speakers which explicitly or implicitly sensitize students to social stratification issues, raise questions rather than merely present information about the criminal law and crime control, which provide role models for different groups of students, and which expose the differential treatment of "outgroups" (women, people of color, noncitizens, mentally and physically

disabled, social and economically disadvantaged) by the criminal justice system and the higher educational system;

11. Encouraging active student interest, participation, responsibility, and learning in a classroom environment that supports respect for diversity and individualized styles of learning;

12. Recognizing the potential chilling effects of classroom climate on the student participation, personal investment and learning; and encouraging a classroom climate that better empowers all students as students, criminal justice professionals, researchers, citizens, and people; and

13. Recognizing the role that ethics plays in all decisionmaking involving the defining and shaping of human behavior.

Course Changes: Experimenting with a New Perspective: The last two semesters of the FIPSE project allowed us to begin a process that is continuing to this day. We were encouraged to introduce and evaluate changes in our course requirements developed from our newly-found course objectives. Since radically altering our course objectives, we have been experimenting with a variety of methods for translating these goals into classroom realities.

Before instituting any of these changes, we prepared ourselves for several potentially disheartening outcomes, recognizing that every attempt could not possibly be successful. We anticipated, for example, student and colleague resistance, ridicule, lack of cooperation and defensiveness; the generation of painful emotions which could not be fully explored and resolved within the scope of one class or one semester; and a lack of security felt by students who had successfully mastered the rules of more traditional courses.

We also had high hopes for positive results that would far outweigh the negatives. We felt that the best approach to implementing the transformation in the classroom was to begin the course with a full disclosure of purposes and expected risks and benefits; and to solicit either an "informed consent", an open-minded acceptance, or at least a conscious suspension of judgment until the semester's end. In one instance, students were invited to share their goals in taking the course, and asked to reconcile or integrate their goals, the goals of the instructor, and the goals of other students in the class. Following are some of the ideas which have been tried to date; these shall be expanded and refined based on feedback from students, each other, and other interested faculty.

Journal Writing

Both instructors were required to keep personal journals as part of the FIPSE project. In addition, the project included speakers who gave us examples of journal applications for the classroom. At first glance, although we had each kept journals for other purposes sometime in our lives, we questioned the utility of such a requirement for crime and justice courses. Over the course of three semesters, however, we have discovered and expanded upon the functions of a journal requirement in all of our classes. We both increasingly find the journals to be our most useful tool in accomplishing a myriad of transformation goals. Journal entries have been varied, with some entries being assigned for work at home, and some in in-class writing. Journal assignments included asking students to:

1. Describe themselves and their relationship to the course they are taking, including their course goals;

2. Describe the effects of race, gender, age, social class, physical and mental attributes on their life experiences and privileges, and more specifically on their involvement in crime and with criminal justice system;

3. Choose between changing their race or sex, telling why. Borrowed from the forced-choice exercise developed by Paula Rothenberg (author of *Racism and Sexism: An Integrated Study*), the exercise graphically illustrate much sex-role and race-role stereotyping and diversity. Discussion of the general results leads naturally into a discussion of the impact of these stereotypes on criminogenesis and criminal justice processing;

4. Identify, analyze, and react to visual and print media coverage of crime issues (with which we are constantly bombarded). In addition to looking generally at media items, students can be asked to look for more specific issues as they come up in class; for example, the role of social stratification factors, the role of discretion, the role of the public in defining crime control policies, the portrayal of victims, criminal justice procedural issues, the portrayal of authority and power, and the victim-offender relationship. Sometimes current media presentations are brought in by the instructor for immediate written reaction and comment; for example, the headlines and accompanying coverage, "MANHUNT FOR POLICE CHIEF" and "MAN GETS 3 DAYS FOR RAPE";

5. Think about, react to, and decide critical issues within the field that relate to gender, racial and social class biases inherent in crime control processing and in our society. These issues are presented, often with some short summary of research results, editorials, essays, or audiovisual stimulus, throughout the semester, and responded to in the journals. Some of the issues have been framed in a "you decide" format, first appearing in Joel Samaha's text, *Criminal Justice,* and have covered such topics as racial, gender, and social aspects of determining employment competency, use of deadly force, sentencing disparity, use of the death penalty, the use of violent predator profiles, differential treatment of repeat offenders, definitions of sexual assault and other crimes, ethical issues on the job. The most sensitive area of discussion in both written and verbal formats has been the area of sexual preference — should sodomy and unnatural sex practices be decriminalized, should homosexuals be employed as police officers, correctional officers? More recently, physical and mental abilities and disabilities have become a concern for us in the context of criminal justice issues, and these have yet to be integrated; and

6. Write reactions to classroom discussions that have been become heated, emotionally charged, or stalemated. Students have been asked to evaluate the content as well as the process involved in these discussions. Most recently, this technique was applied to the Senate confirmation hearings for Judge Thomas.

Small Group Discussions

Primarily in an effort to relinquish authority and to broaden the base of student input, reasoned opinion, and participation, small group discussions were added to the courses and to the evaluation of student performance in the course. As a small group of 3-6 people, students were asked to consensually solve crime and justice problems. For example, several situations were presented requiring students to discriminate between consenting sexual activity and sexual assault; groups were asked to rank by seriousness and assign appropriate sentences to a set of criminal offenses; elements of criminal liability were identified in a series of fact situations; ethical dilemmas presented to defense attorneys, prosecutors, judges and juries were resolved by the groups. While the topics were still assigned by the instructor (sometimes in response to student interests generated by the earlier journal entries), the discussions were left solely to the groups. Requested guidance from the instructors was met with calculated nondirectiveness, such as, "well, what does the group think the answer should be?" Small group debriefings were sometimes held to compare small group resolutions to other group resolutions and to current legal, practical, and professional association answers to the groups' problems and questions.

Evaluation Alternatives

A conscious effort was made to diminish the importance of traditional objective examination-style questions to evaluate student success. At the same time, an effort was made by both instructors to offer a variety of evaluation tools so that different student learning styles could be accommodated. In one class, students were asked to choose their preferred style of examination/evaluation. In another class, students could choose between in-class quizzes or take-home reaction papers for each major content section of the course. Writing and revision opportunities were increased, and take-home assignments expanded. Efforts were made to evaluate a student's ability to access and analyze information from a variety of sources — libraries, community agencies, professionals in the field, popular print and visual media sources, legislative bodies, and legal resources. Journals and small group participation were evaluated and given substantial credit for the courses.

Integration of Social Stratification Issues into Traditional Assignments

Each transformed course required at least one assignment "left over" from the more traditional approach to the course. In these assignments, which were still considered to be essential, social stratification issues were integrated as examples of the implemented assignments. For example, in the introductory course, both instructors required an analysis of a crime-related scientific journal research article. In class, the students were asked to practice by analyzing an article researching gender differences in choosing a law enforcement career. Students were also asked to specifically look for evidence of gender/racial/social class bias in topical selection, sample, methodology, and interpretation of research results. In the criminal law class, students were asked to "brief" one criminal court opinion, and were given cases in class to summarize. The cases chosen included legal issues related to differential treatment of offenders by age, race, social class and gender.

Integration of Social Stratification Issues into Traditional Content Areas

Social stratification issues were used to choose new films, texts, readings, and speakers and were most importantly integrated into traditional content areas. For example, the film Women in Prison replaced a long-used film on a male prison to stimulate a discussion of prison social structure and conditions, the concept of prisonization, and the goals and effectiveness of crime control measures in general. The film Machismo (a "60 Minutes" excerpt on wife battering and killing in Brazil) was used to generate discussion of the advantages and disadvantages of allowing cultural background as a defense to criminal behavior. Discussion naturally followed speculating on differential treatment, problems, and concerns of incarcerated men and women in the first film, and on perpetuation of social status differences in criminal justice handling of different groups in the second film.

Curriculum Transformation: The Process in Review

Marilyn Schuster and Susan Van Dyne (1984) have contributed greatly to an understanding of the depth and complexity of the curriculum transformation process in higher education. They formulated one of the first conceptualizations of the process of creating a balanced inclusion of women in the curriculum, by suggesting that course/curriculum change progresses through a series of six stages. These stages include:

1. The invisibility of women
2. The search for missing women
3. The presentation of women as a disadvantaged, subordinate group
4. Women studied on their own terms
5. Women as a challenge to the disciplines
6. The transformed, balanced curriculum

A similar process can be applied to other groups as well, so that racial inclusion or inclusion by social class equally progresses. The progress is gradual and ongoing. The challenge of balancing the curriculum across several groups at once adds to the complexity in several ways. First, it multiplies the avenues of research and increases the search for perspective. Secondly, it creates a need to integrate the different group factors operating simultaneously. The intersection of race and gender issues can be illustrated, for example, by the different perspective emerging from the recent Thomas Supreme Court confirmation hearings.

Schuster and Van Dyne further indicate that "the first step toward transforming traditional courses is to look at the syllabi we now teach. By 'syllabus' we mean not only the paper we hand to students at the beginning of the semester, but all the spoken and unspoken principles of selection and organization that govern course structure and content" (1985, p. 279). They also provide us with guidelines for syllabus redesign which focus on the relationship of all parts of a course to the whole. They recommend attention to and transformation of each of the following components: goals, content, organization, and method.

Conclusion
What difference does it make?

At times within the span of our own personal and course transformation experiences, the results have been questionable, or at least obtained at what appeared to be a high price. For every added subject, perspective, and method, time was robbed from other areas once considered critical to our courses. Content inclusion/exclusion decisions were agonizingly made after much discussion and thought. This was particularly true of the introductory survey course, which was already so broad in nature. Departmental confrontations increased as we no longer complied with previously-accepted policies, treatment and trivialization of issues of concern to women and people of color. We exacerbated the dissension by erroneously expecting colleagues who had yet to experience the transformation process to embrace our perspective, without the benefit of the necessary personal processing. Heated arguments have also erupted in the classrooms, and confrontations have sometimes deadlocked in frustration and anger. Time consumed on even the simplest tasks has multiplied because decisionmaking has demanded more student input, course modifications are ever evolving according to student needs and interests, and time spent reading student papers has at least tripled.

Yet, in retrospect, none of these sacrifices can tarnish the real contributions and important positive differences evidenced by our personal and curricular changes. While women and minorities are not yet flocking to our doors in droves for jobs in criminal justice and for acceptance into our program, they are, based on student performance, student comments, and enrollment in our sections, increasing both in numbers and participation. We indeed recognize a trickle-down effect, as class graduates compare our courses to other more-traditional orientations in other college classes.

Almost all students have improved their writing ability, perhaps more in terms of thoughtful expression than in correct style and form. Even classroom discussions have improved from prerequisite writing of reactions, redefining emotional "blurt-out" opinions unbacked by any rationale or support. Increasingly, students appear to be more accepting of a diversity of voices and opinions, and to be sensitive to other students' needs and perspectives over the semester.

In addition, students and teachers enjoy coming to class, and look forward to the experience. Many conversations have continued in the hallways after class, and student groups have initiated out-of-class meetings to discuss assignments and issues. Students have also been more willing to integrate personal experience, sometimes painful, into small group and classroom discussions. In almost all cases, a closer group cohesion and empathy has emerged and students seem more willing to facilitate each other's learning and understanding. Evidence of an increase in sensitivity to gender, racial and social class issues has been seen in reaction paper discussions, in student choices of media items, journal articles, law library cases, and in classroom discussions.

In conclusion, our transformation experiences have created nothing short of personal and professional crisis. As in any crisis, we have become at times disoriented and insecure, at times defensive and angry, at times overwhelmed and afraid. But in facing and exploring the roots of these feelings, and in giving our ideas and questions a chance to succeed or fail, we both wholeheartedly agree that we have empowered and improved ourselves, our relationships, our students, our courses, our programs, and our professions.

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PROGRAM DESIGNS TO SUPPORT WELFARE RECIPIENTS

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Welfare reform has arrived at your campus with the implementation of the Family Support Act of 1988 and the creation of JOBS (Job Opportunities & Basic Skills) programs in every state.

Community colleges are feeling the impact of this legislation more than any other institutions as welfare reform opens the doors of higher education to social services recipients seeking skills which will lead to economic independence.

Though some colleges already served welfare recipients with specialized program services, many simply depend upon standard departments such as financial aid, Educational Opportunity Programs, and tutoring centers to provide the support essential to student success.

Larger numbers of students on social services could spell disaster for college departments and services unaccustomed to dealing with the multi-problem backgrounds which often accompany these highly-motivated learners. These students also bring with them the cumbersome bureaucratic baggage that goes with financial dependency on a local department of social services and, frequently, the local criminal justice system.

At Hudson Valley Community College, we have served a large population of welfare recipients since 1984 through our Operation PACE (Public Assistance Comprehensive Education) program. PACE is funded by the college, the New York State Department of Social Services, and the three counties which provide referrals. The PACE staff includes three full-time professionals who provide intensive support for an average of 90 students per semester. PACE works to cut the red tape both on campus and in relations with community-based organizations. PACE provides a wide variety of highly-individualized services which serve to promote student success while maintaining student accountability to her/his sponsoring county.

It is anticipated that many current PACE programs will be transitioning to COPE (College Opportunities to Prepare for Employment) programs during 1993. Many new non-PACE campuses are also expected to join the network of institutions which not only welcome social services' recipients to school but which provide specialized support services.

In working with PACE on our campus and exporting the ideas and program design to other colleges throughout our state, a number of factors have been identified as essential. The incorporation of these features into our program design has enabled our program to achieve tremendous successes in retaining students and placing students into jobs which lead to economic self-sufficiency.

Program Design

Regardless of the size of your program, 30 or 300, students need easy access to staff. Your students will be older, will have kids at home, will lack self-confidence, and will be skilled at making excuses for themselves to fail. They'll need you a lot during that first semester. Plan on extensive office hours, a convenient, centrally-located office that can double as a student lounge and crisis counseling center, and lots of empathic listening.

The multi-problem backgrounds of your students demand that all staff be street-smart and skilled in counseling. Don't even open your doors until you've taken the time to assess each staff member's specific expertise and awareness of community referral resources.

Build in a small petty cash fund. Of course it's a hassle, but it's also a lifesaver for the student whose regular sitter has sick kids so she needs ten bucks for a substitute. Or the student whose refrigerator is empty three days before the next food stamps are issued. Or the student whose '71 Pinto needs a distributor cap so she can get to her last two weeks of classes on a commute over rural roads where the buses don't run. Emergency gas? Emergency diapers? Convince your funding source and school fiscal authorities to build in some petty cash and some discretionary authority to use for the benefit of your students.

Identify a formal campus liaison in each academic and student services department. Your program can then educate that liaison to your students' unique needs and will be able to clarify tasks your program staff can take on to minimize "extra" work for the department.

Make sure at least one program staffer becomes an expert on local food stamp regulations and income reporting requirements. It only takes one food stamp snafu to distract and defeat even your most motivated student.

Relationships and Roles

Staff members of programs serving social services' clients on campus will always walk a tightrope when it comes to relationships with their student-clients. For many students, your program staff will represent the first time they develop a trusting relationship with an adult in "the system."

Many students come into such programs with communication and problem-solving skills which tend to place them at the extremes. They seem to be either very docile and compliant, or loud and aggressive. Neither style will serve them well in college. Your staff will need to do both group and individual work to build these vital interpersonal skills. Parenting education sessions provide an excellent forum to teach basic communications skills with applications far beyond parent/child relationships. Role- playing activities where problem areas related to college survival are explored can also be an effective method to empower your students.

The most critical off-campus relationship to be managed is that which connects your program to a local department of social services. Chances are this will be your primary source of referrals. It is ironic that the same system which refers participants to you will probably also be the architect of the biggest hurdles to student success. It is a system with lots of power in your students' lives. It can cut benefits and schedule appointments which conflict with academic obligations. It sometimes berates clients whose confidence your program is working hard to build. It will make inexcusable errors and drag its feet.

These hurdles exist because it's a huge, often impersonal system which is underfunded, understaffed, and often criticized. Staff turnover is epidemic and staff training is often lacking. These are some of the factors which the JOBS bill is trying to "reform."

Your program can overcome these hurdles and promote student success by maintaining a posture which is informed, patient, persistent, and polite.

Some basics for dealing with a local department of social services:

Make prudent use of the appeal and fair-hearing processes. Look to set precedents, not to harass.

Use alternative community resources to supplement welfare benefits.

Document all your interactions in writing. Staff turnover and the potential for legal problems demand a clear paper trail.

Be sensitive to county politics. Most local units of social services will reflect the prevailing party's values.

Be willing to confront your students when you detect they're "milking the system."

Cultivate personal relationships with individual eligibility workers and examiners. Most of these folks got into their careers because of a desire to help others. They respond well to other helping professionals.

Maintain a performance contract with your students which outlines the responsibilities of all parties and the consequences of noncompliance.

Keep your county informed with regular reports and accurate stats. Provide brief profiles of "success stories."

You will also find that special college programs which serve people on social services can provide many benefits to your campus and community. Our program has always provided a great deal of extra service to students who are not officially enrolled as "PACE students." These include many low-income, multi-problem individuals whose circumstances may deem them ineligible for PACE participation, but whose on-campus support needs are very much the same. Our ability to provide these students with information, advocacy, and an occasional pat-on-the-back is a benefit which, though difficult to quantify, is readily acknowledged by staffers in many of our college's traditional student service areas.

The ultimate success of welfare reform programs will not be measured in terms of the number of graduates or their GPAs. It will be known by those persons who take away their new skills and self-confidence and become economically self-sufficient, forever changing their lives and their children's futures.

THE ROLE OF FACULTY AT COMMUNITY COLLEGES AS RETENTION FACILITATORS

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For the majority of college-going Americans, the community college has become the most viable option for postsecondary education. Whether by choice or necessity, the institution of the community college is frequently seen as the most practical and economic alternative for a wide range of student populations, since it offers a "little something for everyone." Whether a returning adult student or a recently-graduated high school senior, a laid-off factory worker or a disabled veteran; whether a non-high school graduate or an individual seeking to transfer to a four-year university, the community college attempts to meet an increasingly diverse range of student needs and goals while facing increasingly difficult economic times.

O'Banion (1989) has noted the community college is one of the most important innovations in higher education. Seen as a "distinctly American institution" and "social invention," unique in its "purpose, scope and design," the community college of the 1990's has evolved as the instrument of educational access for many individuals.

As the role of the community college in American society has become more diverse in nature, a number of questions have been raised regarding the purpose and mission of the institution, the ability of institutions to deliver quality educational experiences to its students, the role of the community college in serving underrepresented populations and the function of the institution within a broader societal context. Even the most basic premise of the community college: the belief that higher education is for everyone (O'Banion, 1989) is now being reevaluated in light of burgeoning enrollments, increasingly-underprepared students and decreasing local, state and federal financial support.

The access function of the community college has recently been coupled with the goal of excellence (Roueche, Baker, et al, 1987). The "challenge of the open door" is no longer a one-dimensional democratic ideal of providing equal educational opportunity for everyone. Rather, it has assumed a complex, multi-dimensional nature as changing demographic, economic and social forces emerge to reshape and redesign the institution.

Perhaps in response to a poor public image or as a direct result of the above-mentioned forces, the goal of excellence has emerged to help direct community colleges in developing programs, curricular offerings and services which are guided by the notion of quality and based on the conviction that access and excellence are not mutually-exclusive terms.

Traditionally, the characteristic of innovation has often been used to describe the efforts of community colleges to meet the myriad of demands placed upon it given the historical function of the institution. The "special opportunity to influence and be influenced by a diverse and dynamic society" (O'Banion, 1989) has proved both a blessing and a curse. While on one hand the institution is more readily amenable to adapting to change, at the same time it often leaves the institution unclear as to its mission and direction.

In the sixties, community colleges were frequently seen as innovators on the educational scene. Young faculty members imbued with a sense of purpose, a society ripe for encouraging change and a sense of being on the "cutting edge," spurred these institutions to develop new programs, services and curricula.

Yet, as O'Banion (1989) notes, complex social and economic forces have, over the past decade, combined to create a "decline in innovation" and place the community college on a plateau, caught between the old and the new, the past and the future.

In the past few years, community colleges have begun to recognize and take steps to once again move beyond the plateau. Efforts at redefining missions, restructuring institutional systems, developing new programs and services soundly based on theory and assessing the efficacy and outcomes of these efforts have spurred community colleges to once again assume the role of educational innovator.

However, on a more realistic level, this role of innovator may not have been assumed by choice. The vastly diverse student populations entering community colleges are challenging these institutions to once again formulate innovate approaches and structures to accommodate this diversity and deliver the quality learning experiences deserved by all students.

Thus, a Renaissance of Innovation (O'Banion, 1989) is occurring at many community colleges today. A renewed sense of mission and a firmer belief in the role of the community college within the educational hierarchy has given these institutions the impetus to more realistically and creatively confront the current challenges they face.

In light of this, one of most serious problems encountered by community colleges today is that of student retention. Given the nationwide forty-eight percent attrition rate for community college students (Parnell, 1989), it is clear that many of the innovative efforts must be directed towards addressing the issues of student persistence and retention at the two-year college.

Certainly, one must account for the varied types of institutional departure associated with the community college setting: stopping out, transfer and completion of personal academic goals without benefit of graduation clearly drive this statistic associated with community college attrition. Yet despite this abysmal attrition rate, the community college has become the most viable, postsecondary educational alternative for many individuals. Indeed, less than half of new college entrants now begin their higher education in four-year colleges (Tinto, 1987).

The institution of the community college currently finds itself in a dilemma regarding the applicability of research findings and theoretical models regarding student persistence/ withdrawal. Most proposed models of persistence are based on research conducted at four-year colleges and universities, although a small number of studies have focused on the issue of persistence at two-year colleges.

Perhaps the most significant finding in these studies has to do with Tinto's constructs of academic and social integration. Pascarella and Chapman (1983) found that in two- and four-year commuter institutions, commitment to the institution was defined to a significant degree by academic, not social, integration. In fact, social integration has been found to have a negative effect on persistence of students at two-year institutions (Pascarella and Terenzini, 1983).

A number of explanations have been advanced regarding this conflicting finding when studying persistence at two-year colleges. However, in a recent application of Tinto's model to a community college setting, Halpin (1990) found Tinto's model, as operationalized in the study, indeed does have utility for two-year college researchers and administrators concerned about attrition.

Primarily, academic and faculty themes in the data results confirm the critical importance of the academic integration construction when applied to the community college population (Halpin, 1990). The importance of the academic fit, especially in regard to the quality of student and faculty relationships and their impact on students' sense of satisfaction with the institution was also noted be Pantages and Creedon (1978).

Tinto (1987) defined academic integration as the student's incorporation into the formal academic system of the institution. Student GPA, rewarding interactions between faculty, staff and students both in and outside of the classroom, and regular, consistent faculty/student contact and interaction have all been cited as significant factors of academic integration.

In the community college setting, the construct of academic integration and its components becomes even more vital in the efforts to retain students. Yet, given the changing nature of the

community college and its student population, one may need to refine this construct to recognize that faculty members may provide the primary mechanism for academic integration as well as facilitate a unique form of social integration created out of a complex interplay with the student's need for social belongingness (often associated with residential life in four-year institutions) and the incorporation of the student into the academic culture.

Although two-year college students may not perceive the necessity or be able to avail themselves of various traditional social integration mechanisms, the classroom may thus become the arena for a new form of social integration and provide a powerful setting for the process of successful academic integration. Indeed, Astin (1977) concludes that student/faculty interaction has a "stronger relationship to student satisfaction with the college experience than any other involvement variable, while Bean and Noel (1980) cite the retention factor considered most important by all types of higher education institutions was the "caring attitude of faculty and staff."

At a community college, the only certain recurring interaction that takes place may be in the classroom and thus, in this light, the faculty member may play a key role in student persistence and retention at a community college. In essence, they may serve as the "gate keepers" of the academic and unique social integration mechanisms which encourage or discourage student persistence. "Therefore, to reach the greatest number of students and have the greatest potential impact, perhaps administrators would be well advised to foster a consciousness among faculty that classroom interaction is critical for purposes including, not transcending, the transmission of knowledge" (Halpin, 1983).

Thus, classroom and student/faculty interaction are important as the cornerstones of student academic and social integration in the community college environment (Weidekehr, 1986) and the role of the faculty performance in classroom teaching and in creating a staying environment becomes an even more critical variable in assessing student retention at the community college. Additionally, these faculty members serve as a liaison between the student and the institution and connect the student with the institution (Toy, 1990). Therefore, the role and function of the faculty member in a community college classroom may be the most powerful factor in the retention of students.

The new importance of this role ironically comes at a time when there is a perceived "crisis of confidence" (Schon, 1983) among those individuals teaching in the community college setting. Open-door admissions, coupled with difficult economic times, have combined to create burgeoning enrollments and, as a result, faculty members encounter a population of students widely varied in their academic skills, cultural background and ability to cope with the demands of the college.

In addition to the demands generated by the multiplicity and diversity of students, community college teachers are required to perform their role in an environment which continually demands to "do more with less." Class sizes are growing, teaching loads are increasing, student needs are becoming more complex in nature, and resources for even basic classroom materials are either scarce or nonexistent.

As a result of these conditions, there is a growing sense of frustration among an increasing number of community college faculty members that they are unable to do their job effectively, thereby creating a sense of job dissatisfaction and a feeling of fighting a losing battle in the classroom. Themes of unmotivated students, underprepared students, and inability to meet multiple demands are woven in current literature and conference presentations. Often there is talk of early retirement as the only solution to these professional dilemmas.

Externally, the dictums for assessment and evaluation incur further problems for the community college teacher. Legislative bodies, with little familiarity regarding the mission, goals or current issues of a community college, are often the final bodies responsible for determining community college budgets and the dialectic inherent in the transfer and remediation functions of the college pose seemingly unsolvable value conflicts among faculty.

Thus, there is a sense on the part of community college faculty members that they are under siege with few opportunities for growth, renewal or change short of leaving the profession and a growing sense that, somehow, there has been pressure to "preserve or acceptably modify their identities as intellectual beings in the face of unresponsive, unreceptive and skeptical students"

(London, 1977). The problems of professional integration, dissatisfaction with their role, a shallow connection with the institution, lack of experience in curricular design and instructional techniques and minimal understanding of the populations they teach, all pose crucial issues for the community college professoriate (London, 1977).

Additionally, the professoriate at the community college level has remained relatively stable, with few faculty members opting to leave. Many faculty members have long records of employment at their respective colleges and have become ensconced in the faculty hierarchy. The spirited innovators of the Sixties have become tired and cynical, discouraged by the perceived and real issues confronting them in the classroom of the Nineties. Teaching methodologies and the role of the community college teacher must now be reexamined and redefined in light of the profound social and economic changes occurring within the larger societal context and new approaches must be developed and implemented to address the dual, but not mutually exclusive problems of faculty dissatisfaction and student retention.

Thus, in developing a holistic strategy for retention, targeting the community college faculty as the critical variable in the retention process may be not only the most effective, but efficient approach to addressing the retention issue.

While earlier trends in addressing student retention focused on enrollment management, technological and program adaptations and student services inventions, current literature now delineates a new trend: that it is the overall character of the educational experience which retains students and, in essence, the efforts of retention are "wrapped around the student" rather than "requiring an individual student's needs to be manipulated so that they might better fit the system" (Noel, Levitz, and Saluri, 1985).

Noel, Levitz, and Saluri (1985) have observed that a fallacy exists among many faculty members that retention is a function of "others." All too often, retention programs and services have been relegated to the Student Services or enrollment management sectors of the college. Yet it is becoming clear the "key people on campus in a retention effort are those on the academic side of the institution: the classroom teachers and advisors" and that promoting high-quality teaching is perhaps the most critical retention factor of all (Noel, 1985).

Thus, in designing retention strategies, one must first look at the problem of retaining students for a multi-perspective view. However, community colleges may do well to concentrate a significant portion of their retention plan on faculty renewal and in assisting the faculty to reframe their role as both "gatekeepers" of academic and social integration mechanisms and retention facilitators in light of the changes taking place within the community college setting.

Guided by the notion that "the goal of high retention rates may be more effectively achieved by establishing a genuine concern for the education of all students (Tinto, 1987) and building on the notion that faculty members in the community college classroom play a critical role in student retention, the following approaches are presented as one segment of a broad-based plan to address student retention via faculty renewal, training, and reframing of the community college teaching role:

1. To perform an assessment of the student population including an analysis of student age, gender, race/ethnicity, income, curriculum choice, educational goals, utilization of local, state and federal assistance programs, number of children, reasons for entering college, and financial aid needs.

   RATIONALE: Perhaps one of the most frequent errors institutions make when developing retention strategies is a failure to perform a thorough and detailed assessment of their student population. Reliance on disparate or dated information and the sense that "we already know our students" is clearly faulty and inappropriate. Thus, the first step is developing a clear, accurate picture of the student body characteristics. This will allow for the "individualization" and the tailoring application of a "canned" policy with little regard to the unique characteristics of the college.

2. To engage the faculty in renewal, training and role reframing (MacGregor, 1987) activities aimed at student involvement, the improvement of teaching and the delivery of quality learning experiences for all students.

This strategy includes several approaches which can be assumed under this heading. Those include:

A. Developing a campus environment which emphasizes student involvement and recognizes the new and multivariate role of the community college teacher. Included in this would be the formation of a committee of faculty members to examine the notion of teaching excellence and develop a statement of purpose which defines the institutional commitment to good teaching and the values inherent to the function of effective teaching.

B. Creating and implementing programs which assist faculty in recognizing these roles and which aid them in recognizing and coping with the resulting dissonance as old roles are abandoned and new roles are assumed. This can be accomplished via several mechanisms, including the establishment of Faculty Renewal Days and Faculty Forums which would allow faculty members opportunities for role clarification, exploration, and which effectively promote tough problem-solving, familiarization with other college programs, faculty interaction with their peers and discussion of new, different and innovative teaching strategies (Roueche, 1990).

3. Providing opportunities for further study in the field of community college teaching by offering graduate, credit-bearing classes on Teaching Methodologies, Alternative Teaching and Learning Strategies, Higher Education, Instruction Development, Design and Evaluation, Multicultural perspective and communication in the classroom. Ideally, these courses would be offered on site at the campus to allow for maximum access by the faculty. The college would assume tuition costs, and the study could also be designed to be a part of a certificate program in college teaching.

   RATIONALE: Implementing this type of program spurs faculty members to learn about their own craft and provides them with an opportunity for further professional growth and renewal. In addition, the coursework can serve as an impetus to encourage faculty members to experiment with and explore new teaching and learning techniques in the classroom.

4. The development of a comprehensive Teaching and Learning Center to provide all faculty members (including adjuncts) with resource materials, curriculum/course development, assessment/evaluation guidelines, and guidance in formulating alternative teaching strategies.

   RATIONALE: The existence of an area on campus designated to a Teaching and Learning Center is, perhaps, most significant in that it is the cultural "symbol" of the administration's support for professional renewal and growth. The center should be developed by a joint committee of faculty members and administrators, all of whom are dedicated to the notions of teaching excellence and student-centered retention practices.

   The center should serve not only as a resource function, but a training and reframing function as well. The training and reframing function would be particularly important, since it would address issues associated with changing one's role in the classroom, i.e.; the social dimensions of learning, social networking processes (Tinto, 1987), the Academic and Social Integration process at the community college, the coping with student resistance, developing alternative teaching strategies, etc....

   This center could also be of particular value to adjunct instructors, who often feel a sense of anomaly on campus and a feeling of "disconnectedness" from the institution.

5. A new emphasis on the development of alternative classroom and curricula configurations including the establishment of learning communities, cluster classes, collaborative learning environments, and interdisciplinary and team-taught course offerings.

   RATIONALE: Over the past several years, the notions of learning communities, collaborative learning, and cluster classes have taken hold in the educational arena. These techniques and approaches may, however, be particularly significant in the community college setting, since they provide not only the mechanisms for academic integration, but for social integration as well.

These approaches emphasize student involvement and encourage the teacher to become part of the learning process with his/her students. In addition, they encourage positive interdependence, high levels of student interaction, active involvement and frequent student/teacher interaction (Cuseo, 12/90, p. 2). MacGregor (1987) has noted collaborative learning has profound effects and implications for college teaching and learning and data evaluating collaborative learning, although preliminary, indicates that such learning environments have a positive effect on student retention and achievement.

Critically important to the development of alternative teaching, learning and curricular strategies is the support of both faculty and administration. In developing such strategies, there must be encouragement on the part of the administrators to facilitate such "risk-taking" and involvement on the part of the faculty in the design, development and implementation of alternative curricular and classroom offerings. The involvement of the faculty is a key factor in establishing successful retention programs (Noel, Levitz and Saluri, 1987) and in facilitating academic and local integration of students. Thus, the notions of empowerment and involvement are not only critical for students, but faculty as well.

6. The implementation of a comprehensive faculty orientation and Faculty Mentoring Program with particular emphasis on adjunct faculty members.

   RATIONALE: The orientation and mentoring program, designed by faculty members, would allow new faculty members to become familiar with the institution, its student population and the culture of the institution. An emphasis would be placed on teacher excellence and the role of the community college teacher, as well as institutional mission and values. In addition, new faculty members (including adjuncts) would be assigned to a mentor who would serve as a resource person and advisor to the new faculty member in helping him/her adjust to the new environment and in developing a more complete understanding of his/her role in the classroom and within a broader institutional context.

7. The establishment of an Innovative Teachers Fund and Master Teacher Program to provide rewards and incentive for outstanding faculty members.

   RATIONALE: Roueche (1990) notes the intent of recognition is to increase performance. All too often, there is little reward for outstanding teaching in the community college setting, and both of these programs would be designed to rectify this unfortunate situation.

   The Innovative Teachers Fund would allow those individuals, recognized as outstanding innovators, to serve as a faculty resource through release time and additional salary and to share with other colleagues their innovative teaching and learning approaches. Recipients would be required to develop a written program detailing their "innovation" and would also be required to present his/her findings to the faculty in a Faculty Forum or colloquium setting.

   The Master Teacher Program would allow for the selection of Master Teachers, recognized as exemplary in their profession and in their work as a teaching professional in the classroom. Master Teachers would be selected by a group of students, teachers and administrators and selection would be based on criteria such as teaching excellence, student involvement in learning, and innovative teaching practices.

   Master Teachers would serve as resource persons to other faculty members and would receive both college-wide recognition (for example, via a college-wide reception, monetary award, college publications, etc...) as well as recognition in the broader community context by linking with faculty members from other colleges as well as secondary schools.

8. The creation and implementation of a faculty hiring policy which stresses the critical role of teaching at the community college, professional expertise, student involvement, and innovative teaching strategies.

   RATIONALE: Within the next several years, it is predicted a significant number of current community college faculty members will retire. This will provide many colleges with an opportunity to rejuvenate and develop their faculties with an eye toward teaching excellence and innovation. The policy should be developed by students, faculty, and administrators and implemented for both full-time and adjunct faculty hiring and should empha-

size the notions of professional and teaching expertise as well as the concepts of student involvement and empowerment.

9. The formulation of a comprehensive mission statement stressing the importance of teaching and learning, quality instruction, innovation, and student involvement in the community college environment.

   RATIONALE: Parnell (198) has noted that the development of a clear mission statement is, perhaps, one of the most important activities a community college can undertake. The statement could serve as a guide for many campus and faculty programs, practices, and policies, and provide a focus for the development of a quality staying environment for all members of the college community.

In using these approaches, it becomes clear that teacher and student involvement, with a resulting by-product of retention, is a driving force in guiding community colleges into the future. Although retention is the critical variable, it must be viewed in terms of the human beings and the human processes which ultimately lead to quality learning, social interaction, the reframing of the teaching role in the community college setting, and the recognition of both the academic and social integration factors inherent to student (and faculty) persistence in the community college setting. In essence, we must look to the creation of a staying environment, with the classroom being the primary arena for both academic and social integration.

This requires a significant shift in the role of the community college teacher, with one of the aspects of that role being that of a retention facilitator. Although faculty resistance should be expected, a comprehensive holistic approach, developed with and by the faculty and guided by a consistent mission and values statement, can do much to overcome such resistance.

In addition, these strategies must not be viewed as being imposed on the institution and its faculty, but rather, borne out of a desire to improve the teaching and learning environment for faculty and students alike. Ultimately, in humanizing the process of retention and breaking it down into its most critical components, we are better able to understand both our students and ourselves as teaching professionals and, to that end, create an institutional climate which encourages persistence of all members of the college community.

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DIVERSITY AND SAFETY CONCERNS

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Introduction

If each one of us was asked what our goals are as an educator in criminal justice, we would probably formulate lists of individual goals as well as some more universally adopted by our colleagues. Among these general goals, concern for creating a safer society would probably be articulated.

Focusing our work towards creating a safer place for people to live is admirable. It is a very respected reason for being in the classroom. Since achieving a goal with such wide parameters is not readily, if ever, realized, we can nonetheless rely on being highly regarded for our continued interest in a safer society. Who would argue the dedication toward a gentler community, a kinder nation, a more peaceful world?

In addition to safety concerns on a societal level, the need exists for another kind of safety-consciousness. A number of college faculty have begun to view the classroom itself as a place where safety issues arise that need to be addressed. This is so because the classroom is not always a safe situation for **ALL** students — a place where all women, persons of color, gay men, lesbians, differently-abled students, older students, students from all religious beliefs, all class levels and all ethnic backgrounds can feel safe from the biases, prejudices, discrimination, racial and sexual harassment, hostility and hatred sometimes experienced in the larger society. Neither is it a place where all students necessarily feel that they have access to the full range of opportunities to flourish that are available to other students in the college community. Yet educators who may address these kinds of concerns often face criticism — even from their own colleagues. Rather than garnering respect and admiration, they are targeted as radical, troublesome or "PC" police. This needs to change.

A Closer Look — How Safe Is Your Classroom?

We would like to believe our classroom is a comfortable place for students; that we are providing what each student needs for her/him to effectively learn; that our classrooms are open and encourage all students to fully participate. I certainly would like to believe this, but a few incidents this past academic year were startling to me: A few examples:

> One of our guest speakers was a mature, professional African American male whose presence demands respect, and exudes strength. Every student was impressed with his wealth of knowledge, experience and style. A young African-American male student, who almost never offered comments or asked questions during class, asked six questions of the speaker. African American students filled the seats right up front, close to our guest. There was a dialogue between these same students and our guest that did not occur with other guests. For once, the overwhelmingly-white student audience did not dominate the discussion.
>
> An assignment from John Wideman's *Brothers and Keepers* gave me a deeper understanding of the isolation some students of color feel and the deeper

prejudices held by other white students. One student wrote about how angry he felt when he was unable to speak up when the white students spoke about Blacks in summary statements — statements that were left unchallenged by most instructors and students. One student used the word "nigger" in the paper. A number assumed that Wideman came from a fatherless home and had a record; and still others referred to African Americans as "they" or "them" throughout the paper. Grading the papers was a painful process.

Recently my students were working on an in-class group project, and I noticed many of them not writing anything during the discussion. I reminded them that anyone could be asked to report to the class, and a female student responded, "Good. They said I had to be the secretary because I'm a girl...." How many times do we experience this subtle but stereotypical role-playing in our classrooms — many times, going unchallenged even by the women?

In a discussion about prison violence and protective custody for openly-gay male inmates, a student humorlessly stated how "they would like it" and PC would not be an issue around prevention for sexual assault. He received only positive feedback and laughs from classmates. Those students who were offended by the statement were unable to express their discomfort until I intervened. What's funny about sexual assault?

Classroom discussions can generate oppressive comments, jokes or remarks. We teach students who do not feel empowered to respond and others who are even fearful of disclosure. Faculty fear "touching" inflammatory and provocative comments or subjects. The safety level in the classroom can sometimes become questionable and oppression can, therefore, thrive in the classroom just as it functions in the larger society. How safe is your classroom?

Taking Responsibility for Our Own Teaching

The idea that faculty are solely responsible for content and not for other kinds of social issues in the classroom is a limiting notion. Faculty have a tremendous amount of power in the classroom, evidenced by what (content) is taught and how (the process used to get there) the subject matter is taught. Institutional policies and academic discipline may influence the process on a departmental level or in the curriculum development stage, but, generally speaking, individual faculty have a high level of control over delivery of material within the classroom boundaries. The environment in which the student-teacher relationship develops and student-student involvement take place is established by the faculty member teaching a course. Most often this atmosphere is one the instructor feels most comfortable working within.

Naturally, working within our comfort zone makes sense. There's a level of safety and security connected with our comfort zone that, when met, enhances our performance. It is no different for our students. They will be able to do their best when they feel accepted and comfortable in the classroom; we need to be aware of this in our role as facilitators. And when our definition of what is safe and comfortable is different than our students, it is our responsibility to address their needs as well as our own. If we do not know what an individual student's needs are, it is our responsibility to find out even if it requires pushing the limits of our own comfort zones in the process.

This is not to suggest that the classroom become a thera-peutic milieu or that we cater to every need of every student. What it does mean is that we respond to the diversity among our student population, and not limit our responses to just those students who are like us. It means we must be sensitive to written (e.g., texts) and spoken words perpetuating classism, racism, sexism, heterosexism, ageism, ableism, enthnocentrism, and anti-semitism. It means we provide material and learning resources that are inclusive of all groups. In other words, it means to exclude the "isms" and include the diversity within an appropriate educational process.

Exclusion, Inclusion and Safety

This may seem a bit too extreme for some; too forceful, too value-packed, and much too ambitious. Why feel compelled to include, exclude or modify an approach that has worked for

us and still appears effective in the mainstream today? First, it is questionable whether the old way, the pre-politically correct days were so successful. (See AAUW study for a discussion on males/females and achievement in traditional schools.) Secondly, times have changed. Our colleges are representative of the lifestyle and demographics in the larger society and, in order to serve the current student population, it is necessary for us to respond to these contemporary changes.

As criminal justice educators, our concern with safety is very practical. Our work is a means for creating a safer society, whether it be trying to understand criminal behavior, trends, victims, etc. Students and faculty have a personal interest in understanding and learning the dynamics of violence and the techniques and methods for controlling it. And for practitioners there may be an additional measure, e.g., firearms, which require specialized skills training. Regardless of the practitioner/professional/student level, there is a willingness to study and/or practice safety measures. Can you imagine not looking at data before drawing conclusions about trends? Or, having a police officer carry a weapon without weapons training?

Why don't we apply this same reasoning to other skills needed in the criminal justice field — the kinds of skills needed daily, the ones which definitely will be utilized and not just once or twice in a career. Why don't we practice safety measures which can prevent more serious future interventions in the system — the skills that could reduce the offenses caused by ignorance, a lack of tolerance, hostility, and manifested in bias and hate incidents; the skills where good old-fashioned example could set the pace; the people skills that could easily be part of the classroom experience.

We need to recognize that learning about other kinds of people, tolerance for differences and appreciating diversity are fundamental to a well-grounded criminal justice education, and will only become comfortable for both students and faculty if regularly practiced. For the sake of societal safety, we practice a skill we may never use (firearm training). Yet other skills that have immediate value — to create safety for those in our classrooms as well as concurrently benefit the larger society — are absent from our curriculum. Instead of establishing our classrooms as a "safe place" for our students and a setting for all of us to promote and practice safe living, we too often ignore or reject these opportunities for affirmation and growth.

Creating Opportunities

In summary, as facilitators in the classroom, we are presented with a unique opportunity for our students to acknowledge and learn about the diversity among us. Furthermore, we are in a position to support future criminal justice professionals in becoming comfortable with the multi-culturalism in society. Perhaps with a more personal orientation to the differences in our social environment, the training required today in the criminal justice field for "sensitivity," "bias-incident intervention" and "multi-culturalism" will simply enhance an already internalized understanding. For each 50-minute class in which we can create an opportunity to appreciate the diversity among us, we can promote "safety-conscious living" for ourselves and for every one of our students.

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SCHOOL/COLLEGE PARTNERSHIP: WRITING ACROSS THE CURRICULUM, GRADES 9-14

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Since a Writing Across the Curriculum summer institute was held at Rutgers University in 1971, the ranks of those supporting using writing in other-than-English classes to improve communication and to enhance learning has swelled at the college and university level. It was not until the late 1970's, however, that work with WAC began to catch hold in the secondary schools, but although school-based programs and in-service training did create an awareness of the role that writing plays in student learning, that aspect of WAC still remains a misunderstood or even unfamiliar term in many public school districts.

As a result of my own work as director of a college-based WAC Program since 1985 and observing the enthusiasm and successes of those teaching "writing-emphasis" courses in every department on the campus, I began to consider the possibility of developing a collaboration between my college and local high schools to explore the merits of using writing as an instructional strategy in all disciplines across the grades 9-14. Such a collaboration, I reasoned, could establish some continuity of writing experiences for the over 30% of area public school students who enroll at the community college and, in doing so, might begin to challenge the fragmenting of learning that so often occurs when secondary and post-secondary education are regarded as separate entities. If meaningful articulation were to occur, however, it would be necessary to demonstrate to those in the public school sector that using writing to impact learning in all content courses had value and was worthy of their attention and acceptance.

As one of the major foci of the writing across the curriculum movement, writing-to-learn rests firmly on an entire body of respected research. The beginnings can be traced back to England in the early 70's and the work from the Schools Council Development Project on Writing Across the Curriculum which considered the role of learning and students' writing in all parts of the curriculum. These researchers, particularly James Britton (1975) and Nancy Martin (1976), demonstrated the significant role that "expressive writing," the informal form of writing closest to speech and to self, plays in fostering student learning and thinking. This exploratory, personal language, freed from formal language conventions such as spelling and punctuation is the first language that one uses to begin to capture and symbolize ideas, to speculate and explore with them, but it is not the "transactional language" (Britton's term for language to inform an audience) ready to be made public. Generally this body of work supports the belief that writing is a particularly effective means of thinking through and connecting ideas and for incorporating new concepts into existing frameworks of knowledge.

Writing, then, goes beyond being an important tool for literacy; it is a means for encouraging students to interact with the world, writing their way to understanding.

By the mid-70's, the British WAC work began to take hold in America with Janet Emig being only one of the numerous researchers and scholars who gave serious attention to the relationship between thought and language, establishing a substantial theoretical base giving credibility to recommendations that using writing-to-learn strategies in classrooms makes sense. In "Writing as a Mode of Learning," Emig (1977) discusses why writing is such a powerful tool for learning: writing constantly reinforces learning through a cycle involving hand, eye, and brain. In fact,

because of the special features of writing, it "represents a unique mode of learning — not merely valuable, not merely special, but unique" (122). It is that uniqueness which allows learners to examine, manipulate, and modify their thought with language by objectifying that very thought. Emig argues that writing requires learners to be actively engaged with content, encouraging them to select and connect concepts while, at the same time, providing a means of reinforcement and feedback. Clearly, at any level, in any course, students can only benefit from being so involved.

Writing-to-learn, then, is that part of the tradition of WAC embracing the use of writing in all disciplines, but its primary focus is not to improve the quality of student writing but to improve the quality of student thinking and learning. The two ends, though, are not mutually exclusive. Interesting enough, the repeated practice of writing as advocated in writing-to-learn programs may encourage students to produce better written products (Barr and Healy, 1988), thus producing a "virtuous circle," a belief that the learning of content can be improved through writing while at the same time the use of writing can improve writing skills (Marland, 1977).

Writing-to-learn is an alternative to traditional lecturing, a way to let students become active learners by participation in the processing of information, not just the memorization of it. In other words, writing is something students do to gain access to content material, not just something to show that they know it. What happens in writing-to-learn is that the student begins to find ways of reformulating material instead of just reproducing it, an approach that implies students have something to say and the process of writing provides the way for them to discover for themselves before they are in a position to communicate it to others.

Using forms of writing often ignored in American classrooms, writing-to-learn is a tool for thinking valuing informal writing tasks such as lists, journals, logs, dialogues, or any inventive/creative strategy which assists the student in making connections between old knowledge and new concepts. Students write in or out of class, with cues or self-designed, and in varied and frequent pieces, generating and responding to ideas related to the content of the course. Writing-to-learn strategies can be introduced for particular learning purposes at certain times during a class, perhaps at the beginning to get students to focus on what is to come, or during a class when new and complex material is being presented, or even at the end of the class to get students to summarize or synthesize the material. In writing to make discoveries for themselves, students develop a necessary life-skill: critical thinking. In reformulating ideas from the course or text, students filter concepts through their own understanding and insights, learn to think and operate with the material, and gain ownership at the same time. This particular function of writing is highlighted in the latest study of writing done by the National Assessment of Educational Progress, *The Writing Report Card: Writing Achievement in American Schools*, but, unfortunately, the same report also paints an unflattering portrait of writing activities in the secondary schools. Most content area teachers , it appears, require very little extended writing, stressing instead mechanical tasks relying on traditional approaches such as form responses and short answers which ask for little, if any, independent thinking on the part of the students (Applebee, 1986).

Despite success stories of creative public schools teachers who do shun didactic lectures and skill-drills, who chip away at student passivity, and who refuse to perpetuate lower-level thinking as featured in Ann Gere's *Roots in the Sawdust* (1985) and Judy Self's *Plain Talk About Learning and Writing Across the Curriculum* (1989), the overwhelming evidence suggests that public school teachers need to be exposed to writing-to-learn and to recognize for themselves how it could impact their teaching and their student's learning.

The theory and evidence, then, supported me when I ventured forth into public school territory in the fall of 1992. With an introductory letter from the president of Broome Community College, Don Dellow, I was able to arrange meetings with the principals of four targeted area high schools. After establishing for the principals how my project could be beneficial, especially in the light of the new mandate from the New York State Board of Trustees, *The New Compact for Learning*, which calls for new approaches to learning, I began a two-month series of meetings at each school. My goal with these meetings was to establish a nucleus of committed people who would volunteer to serve on a steering committee for a Writing Council which could convene at BCC in the fall to determine specific goals, directions, and activities.

The series of meetings differed at each school due to principal preference, but in all cases I made sure to inform the department chairs of my intent and to secure their support. Of particular concern to me were the English chairs, since I did not want them to consider I was "invading" their territory. Although each school district questioned future financial and personnel obligations; all of them did agree to release school representatives for an afternoon to participate in the planning session. (Later this was extended for monthly meetings during the 1992-93 school year.) Given the state of school budgets, this release time was a positive indication of administrative interest.

In setting up the steering committee, I followed the advice of Ron Fortune in *School-College Collaborative Programs in English* (1982), investing care to establish the fact that my project was truly a collaborative one which would use the talents of all involved. In doing so, I attempted to eliminate the traditional "academic pecking order" to increase changes that all contributions would be valued. Throughout my interviews with teachers, I found them interested, but generally uninformed. Nevertheless, most appeared to be effective teachers, who placed a value on writing even if they admitted "not doing enough," and who were open to new ideas and willing to consider varying current classroom practices. By the last week in April, I had a group of eight secondary school people who, together with three of us from the community college, founded the Broome County Writing Council.

At our organizational meeting in early fall, the Council decided to meet monthly for the first semester as a study group to investigate the various ways writing can operating in a classroom. As a group we first needed a nurturing context to discuss how writing is linked between writing and learned instead of imposing that knowledge on them. It made sense to me that, once they had made the discovery, they would be eager to share that insight with their own colleagues.

The fall meetings were spirited and informative. So spirited, in fact, that we often found it difficult to focus only on the issue of the moment. Initially, we discussed and debated the traditional learning model with teachers as dispensers of knowledge and students as passive receivers in this direct transaction (Gradgrind in *Hard Times* comes to mind) and contrasted that with the new model with the teachers acting more as faciliators who view the acquiring of knowledge as an activity, encouraging students to write/do to gain access to the material for themselves. We used these models as a way of both identifying what kinds of writing already took place in the area schools and new roles writing might take given the school-based constraints that several felt. We concluded that using writing only as a means of displaying knowledge could be mentally crippling for the student because it did not necessarily encourage development of critical thinking skills.

Following a couple of study sessions/discussions, the group decided to experiment. After discussing and practicing some of the informal writing activities used at BCC (freewriting, question writing, speculative writing, summary writing, and retrospective writing in which students respond to the important ideas from a text), we agreed to experiment with some of these in our own content classes to get students to focus on the material at hand, to summarize or synthesize, or think creatively, freed from the intimidation of "doing it right." The reactions of the group underscore the success of the experiment:

- Having students write out questions they have about the material before it is discussed benefits all, especially the weaker students.
- Students don't know what they are told as well as knowing what they find out for themselves.
- Writing about a subject before a traditional assignment helps students evaluate their own observations and experiences.
- Informal writing gets students to think for themselves instead of what others have already thought. And, as one teacher so aptly put, "Writing-to learn strategies take students to places I have never seen them go before with their thinking."

Nevertheless, despite experiencing uniform success with these strategies, the Council did raise concern about time constraints, that there was not enough time to effectively use these and still "cover the material." Perhaps that could happen if writing activities were just added on to

the course, but when they are integrated into the existing course or the existing course is modified to accommodate the activities, they enhance learning, foster engagement with what is being studied, and give the student more mastery of subject matter.

From our own work this semester, we have the benefits of collaboration and agree that articulation between the high schools and the community college can provide a continuity of writing/learning experiences, providing a more effective transition between high school and college. Now comes the real test. As a result of the success of our internal program, the Council is ready to develop models for work with the high school colleagues of Council members. Starting with a session during a Superintendent's Day in March, we will lead workshops to encourage others to incorporate writing into their classes as a fundamental way of help their students create meaning. We gave begun to build the future of the Broome Writing Council.

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REVITALIZING PROFESSIONALISM THROUGH LEADERSHIP

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Throughout my professional life as a teacher and as a consultant, a thought has developed to the point of conviction, at least in my own mind. People do what they want to do because they want to do it. I know that sounds so obvious, but maybe that's why the wisdom is so often lost in its simplicity. Administrators and managers are always looking for the right way to get teachers and employees to do what they think should be done to reach academic or organizational goals. But in doing so, we tend to overlook the professionalism of those we are meant to administer to.

Teachers are Volunteers

Let me first take it from a negative point of view. Teaching with tenure in the SUNY system provides one of the greatest opportunities for "passive aggression." If I want to just do my basic job and not get ruffled, all I have to do is teach my classes (at minimal effort) and maybe, just maybe, sit on a committee, and I mean just sit. No one can touch me. I will continue to get my contractual raise each year we have a contract. No one from administration will evaluate me unless I put in for promotion. And I can go about my merry way far from the professional status that I hold. I would not say I'm acting professionally, but I'm still getting paid. If you think this is not possible, witness what happens in a year, especially the second year, without a contract. However, I don't think that is why we joined the teaching profession. But it does demonstrate my point. Teachers are volunteers, and they strive for excellence because they want to, not because some chairman or vice president or dean is trying to motivate them.

What I have seen in my career, both in educational institutions and in business organizations, is what I call the 92/5-8 rule. Ninety-two percent of your teachers/workers want to perform well, that is, be good at what they do, while 5-8% of teachers/workers will strive to do the minimum. Too many organizations focus on the 5-8% instead of on the 92%. Whatever policies or system you impose from on high to catch the 5-8% goofing off only manages to offend the 90% who want to do their job professionally. Anyway, the 5-8% group will find a way to get around your so-called road blocks. For example, taking attendance at faculty workshops is an insult to a professional and doesn't stop the unprofessional from not showing up or from not actively participating. So, it's short-sighted to think that taking attendance will encourage professional growth. It misses the target, which is the spirit of the individual teacher/worker. I will summarize with this quote from Stephen R. Covey in his book, *The 7 Habits of Highly Effective People:*

> You can buy a person's hand, but you can't buy his heart. His heart is where his enthusiasm, his loyalty is. You can buy his back, but you can't buy his brain. That is where his creativity is, his ingenuity, his resourcefulness. (Treat teachers)/employees as volunteers. . . because that is what they are. They volunteer the best part — their hearts and minds."(58)

Professionals are those that give their hearts and minds to their life's work.

So, Lead Them

The basis of my ideas is the book, *The Leadership Challenge*, by Kouzes and Posner. "Leadership. . . is a process ordinary managers (administrators) use when they are bringing forth the best from themselves and others. (xxi) They refer to it as "the VIP-vision, involvement, persistence - model of leadership." (7) People don't want to be managed; they want to be led. If you want to manage someone, manage yourself. The root of the word, "manage," is to handle; while the root of the word, "lead," means to go, to guide, to proceed. Buck Rodgers of IBM defined leadership as "the ability of an individual through his or her actions to motivate others to higher levels of achievement with the freedom and opportunity to do so." (120) Kouzes and Posner conclude in their research that successful leaders exhibit "five fundamental practices."(14) I will use these as the outline for my ideas.

Challenge the Process

The first practice is to challenge the process. Leaders take us to places we've never been to before. Leaders "search for challenging opportunities to change, grow, innovate, and improve." (31) I think of the 9-dot exercise: connect all nine dots with four straight lines without taking your pencil off the paper:

Try it first. (The answer is after the Works Cited.) Then read on. Most of us don't solve the puzzle because we see the nine dots as a box and don't allow ourselves to go outside of it. But these are *self-imposed* limits. Leaders encourage us to go beyond present boundaries, and encourage us to ask "why not?" In our field we should realize that we are always learning *and* learning new ways to learn.

Leaders "experiment, take risks and learn from the accompanying mistakes."(54) We must be willing to fail. You don't hit a home run unless you're willing to strike out. We encourage students to start in a major even though they're not sure it's what they want. Let's encourage our teachers to try new techniques and, most importantly, support them in doing so. I strongly recommend, *Classroom Research Techniques*, by Cross and Angelo as something to try.

Inspire a Shared Vision

The second practice is to inspire a shared vision. Leaders "envision an uplifting and ennobling future."(81) Administrators and chairmen who are effective leaders pass on to their teachers the personal conviction that each of them does make a difference. As quoted in *In Search of Excellence* (xxi), the psychologist, Ernest Becker, argues that man is driven by an essential dualism; he needs both to be a part of something and to stick out. He needs at one and the same time to be a conforming member of a winning team and to be a star in his own right. I may teach only one course in a student's degree program, but it does make a difference, especially if I work with my colleagues as part of the *college team* to teach them that each of them also makes a difference.

Leaders "enlist others in a common vision by appealing to their values, interests, hopes, and dreams."(106) We have to have a vision,but must also *communicate* it so others can see it. We have to focus, have to articulate clearly. We must remember that actions speak louder than words. We do our best when we enjoy what we're doing; when we're having fun. Our profession gives us the opportunity to share our talents and gifts not only with the student, but also with one another. In a very real sense, by offering ourselves in our work, we offer life for we encourage our students to be themselves and to develop their gifts. What an opportunity!

Enable Others to Act

The third practice is to enable others to act. Administration/Management is more about farming than manufacturing. In manufacturing, you push and mold and compress to make a product. But in farming, you water, weed, and provide nourishment with the understanding that the plant develops from within itself. Leaders "foster collaboration by promoting cooperative goals

and building trust."(133) Leadership is not a lone ranger's job; it's a matter of teamwork. It's not "my" department; it's *"our"* department. The single most important variable is trust. The teacher doesn't work for the chairman; we all work together for the students.

Leaders "strengthen others by sharing information and power and increasing their discretion and visibility." When was the last time you washed a rented car? We don't take care of something unless we own it. We must provide ownership through involvement. Peter Drucker, the management expert, stresses the fact that to lead we must above all *listen*. Listen to our teachers.

Model the Way

The fourth practice is to model the way. Fundamental to leadership is credibility (honesty). This was the number one characteristic of effective leadership as researched by Kouzes and Posner.(21-25) Leaders "set an example for others by behaving in ways that are consistent with their stated values."(189) There's a little exercise I use in the classroom and in training with powerful results. Direct your audience to "hold out your hand palm down. Make a circle with your thumb and forefinger. Now hold it on your chin." As you recite the instructions, demonstrate it yourself, but when you say the last phrase "on your chin," put it on your cheek. Almost everyone else will do what you did, not what you said. Behavior demonstrates values.

Encourage the Heart

The fifth practice is to encourage the heart. A baby learns to walk with hugs and kisses, not with scolding and threats. It is the parents' love that's the key. Leaders "recognize individual contributions to the success of every project."(241) All too often we recognize only the stars. We must recognize everyone. William James said that the greatest need every human being has is to be appreciated. I do not believe in the employee of the month or teacher of the year award. First, I don't think we have the sophisticated means to measure all variables to arrive at an objective conclusion. Second, it sets up a "win/lose" type of situation. Someone wins because everyone else loses. Rather, let's recognize each individual's contribution as best we can. A simple thank-you note (preferably handwritten) in response to a specific contribution is most meaningful.

Leaders "celebrate team accomplishments regularly."(259) Be on the look-out to recognize and celebrate the regular contributions your teachers make. Let's not take things for granted. Usually managers/administrators worry about overdoing this. It's an unfounded concern. Don't let a generous impulse pass.

Rule Number One

When I heard James Kouzes' presentation on his book/research at a conference, he concluded his remarks with this statement. "Rule Number One is Stay in Love. Leadership is an affair of the heart, not the head."

A Practical Suggestion

I have a recommendation that I offer to chairpeople, deans, directors, vice presidents, and presidents as *leaders* of their department, area or college. As already mentioned, the key to being an effective leader, according to Drucker is the ability to *listen*. This is what I propose. At your next department/staff meeting, brainstorm to generate as many answers as possible to this question: "What can we do to be more professional in our work as educators?" (or a similar question).

For anyone unfamiliar with brainstorming, here are the guidelines:

1. Each one takes a turn.
2. One idea per turn.
3. On your turn, if you have nothing to say, say "pass."
4. Continue going around the group, until all say "pass."
5. Absolutely no *criticism* while ideas are being presented.
6. Write down every idea on paper or flipchart/blackboard.

Now, here's the essential ingredient. Before you start, mention that no action will be taken at this meeting and no one assigned to implement any idea. This meeting is simply to generate as

many ideas as possible. Besides, to start assigning by saying, "That's a great idea. Do it.," stifles creativity and induces a very short list. Someone may have a great idea but won't mention it because they're afraid they'll be given the job. I've seen this all too often.

Then at the *next* meeting, *through group consensus*, not through administrative directive, prioritize the list. (Remember, the key is to listen.) You will end up with a list of professional priorities that can be committed to. Participation leads to ownership which leads to commitment.

I must mention two aspects of this approach for it to work. It takes courage on your part to be open to what will be recommended. And, it takes trust on your part, especially, that you, as well as your staff, will be pleasantly surprised with the directions you have given yourselves. When we encourage one another to strive for excellence, it is truly amazing what happens to each one of us.

Good Luck!

One last thought — how about sharing our discoveries from the brainstorming meetings with each other throughout the SUNY system?

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9-Dots Solution

PORTFOLIO ASSESSMENT AS A REFLECTION OF TRANSACTIVE LEARNING IN COLLEGE DEVELOPMENT READING CLASSES

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According to transactional reading theory, there exists a "reciprocal, mutually defining relationship" (Rosenblatt, 1986) between the reader and the written text whenever reading takes place. A similar transactive relationship can also be found in the process of learning to read and write in the classroom. "Transaction" in this sense is defined as a continuous mutual reshaping and mutual learning process that teacher and students go through by working together in the classroom. Such a collaborative relationship has been properly named by some researchers as the "transactive teaching model" (Pahl & Monson, 1992; Weaver, 1990). One of the best means to reflect upon such an ongoing, multi-dimensional, and collaborative learning process in a developmental reading class is by using the reading portfolio.

The portfolio in this case is both an authentic assessment tool and an effective teaching strategy in the developmental reading classroom. By its very nature, the portfolio bridges the wide distance between the teacher-centered, artificial standardized assessment of academic performance and the ever-changing, idiosyncratic real life of student learning in the classroom. Many teachers and researchers with experience of using portfolio method believe that it not only enables assessment, but also provokes larger issues of teaching, learning, and educational development (Belanoff & Dickson, 1991).

RATIONALE

Traditionally, reading education emphasizes the teaching of efferent reading only, i.e., reading for information. And the standardized comprehension test is the dominating form of assessment. Although critical thinking, reader response, and reading for different purposes are drawing more attention than ever, many teachers and students still assume that there is a predetermined, objective meaning in the text, and the task of the reader is to receive it through comprehension. Many researchers (Beach & Hynds, 1991; Farrell & Squire, 1990; Rosenblatt, 1978 and 1988; Purves, 1990) consider such a passive view of comprehension unsatisfactory. Purves (1990) suggests that schools should set it as their goal to train lifelong readers who can read a text both efferently and aesthetically. However, he believed that today's instruction and assessment the students are facing "contribute to the serious decline of cultural literacy among our students" (79).

Take a look at most developmental reading classes today, one finds that vocabulary and comprehension skills are drilled every day and standardized reading tests are used as the major tool in determining students' achievements. As Sternberg (1990) points out, many standardized test scores provide only a narrow measure of students' abilities and achievements and also give a distorted view of their performance. Such assessment cannot reveal the nature of the learning process, nor can it provide a holistic picture of the students' reading ability. The consequence of relying only on multiple-choice standardized tests has been detrimental. Many students have gotten so used to the short responses and lower-level cognitive thinking required by the reading tests that they fail to develop more comprehensive thinking and analytic abilities (Darling-Hammond & Liebermann, 1992).

One effective alternative for reading assessment is the use of reading portfolios. In recent years there has been a flurry of interest in using portfolios as a vehicle for assessment. Although artists, photographers and painters have long been keeping portfolios of their work, it was not until several years ago that teachers and researchers noticed and developed systems of portfolio assessment for writing (Allen, 1991; Howard, 1990; Krest, 1990; Wolf, 1989) and for proficiency testing (Elbow & Belanoff, 1991). Portfolios have also been adopted for assessing prior learning experience and documenting personal development for exceptional students (Burnett, 1985; Keiffer, E. 1986; Sheehan & Dempsey, 1991). Weinbaum (1991) improved her teaching of English in an urban high school by signing contacts with her students on compiling portfolios. Rousculp and Maring (1992) find that portfolios are equally effective in teaching graduate classes of reading. Valeri-Gold, Olson, and Deming (1991) suggest that portfolios be considered as an authentic assessment form for college developmental learners.

THE PROCESS OF BUILDING READING PORTFOLIOS

In the past two years, I have been using portfolios as a means to assess both the learning process and the product of reading ability in several of my developmental reading classes. A reading portfolio in this case is a folder in which a student collects his/her reading and writing samples for self-evaluation, peer-evaluation, as well as teacher evaluation. But a reading portfolio differs in several ways from a folder for accumulating class materials to be assessed by a teacher: (1) Students have the choice of what to include in their portfolios; (2) students have to reflect upon their own learning process in the journal form accompanying the samples in the portfolios throughout the semester; (3) students have to organize and evaluate the reading/writing materials at the end of the semester as self-assessment.

Using portfolios also required me to change my teaching method, the form of reading assignments, and my whole idea about teaching. On the first day of class, I explained that students should prepare folders in which they could put anything that they felt would reflect their reading ability and process at the moment.

Instead of deciding the contents by myself, I encouraged students to explore their own thoughts and feelings about the inclusion. During the semester, the class discussed repeatedly what the students could put into the folders to reflect their progress. Besides the reading journal and a book report that I required the students to include, the students suggested that they should include summaries of newspaper and magazine articles that they read in their spare time. They also decided to include their classnotes and selected exercises and quizzes. Some students planned to include essays based on readings for other courses. By discussing with the students what they wanted to put into the portfolio, I returned the power and responsibility of learning back to the students. Instead of accepting passively the reading tasks assigned by the teacher, students now had the power to choose their own reading topics, and they also took the responsibility to assess their own reading levels and monitor their own pace.

I collected the portfolios approximately once a month. Before I collected the folders, I would give the students a few minutes of class time to reflect upon their own learning and my teaching in their individual learning journal. Every time, I found original and interesting materials in their portfolios. The students shared their stories of study, and made all kinds of suggestions for my teaching. After a one-to-one conference, I would organize group discussions for students to report on something instructive from their portfolios and comment on each others' portfolios.

Alex was very quiet and absent a lot at the beginning of the semester. In his early journal, he wrote "I hate reading. I'm no good at study. I don't know why I am here." But as the semester unfolded, his portfolio started to grow and he participated more in small-group discussions. I found him particularly interested in reading local news and commentaries on racial tensions. Once he included in his portfolio, as one part of a newspaper article summary, a visual autobiography, showing how, when he was four, his family was evicted from their home because of their race. At the one-to-one conference, I persuaded him to share his summary as well as his personal experience with the class.

This developed into a warm class discussion on multiculturalism in this country. Alex's classmate John volunteered to report on a sport article that he read and then told the story how he fought hard against his weak physical body and other people's sneer at his race over the years

and finally became a respectable football player in college. I also shared with the class my responses, as a new immigrant in this country, to the novel I had just finished, *The Joy Luck Club* by Amy Tan.

During those discussions, I accepted a new role as a participant and reader. The classroom atmosphere was student-centered and collaborating. As time went by, I noticed there appeared in the classroom a subtle, positive change of attitude towards reading that was conditioned and enhanced by both the teacher and the students. The materials that the students had read and reported on in their portfolios were personally meaningful because most were chosen by the students themselves, and the materials in turn evoked new feelings in the students because they were read in a more interested and involved way, or in Rosenblatt's term, they were read more aesthetically than ever before in the class.

Rosenblatt (1978, 1986, 1988) explained that efferent and aesthetic stances are two axes of a continuum, and any particular reading activity lies somewhere between the two axes. The more personally interested and the more involved in the reading process a reader is, the more aesthetic the reading would become. Many students realized that reading meant more than accumulating academic knowledge through required textbook reading, but it could also be personal, enjoyable, and interesting. Purves (1988), in his interpretative essay on Rosenblatt's theory, elaborated that the penchant for a specific reading stance is learned, and aesthetic reading needs to be encouraged, but is not popular in U.S. academe because of the efferent nature of school instruction.

The class discussions on portfolios indicated that all the students in my class could and did read something in which they were interested. I realized that the key to improving the students' reading ability was not just in teaching study strategies and skills, but also, and more importantly, in opening students up and arousing their initiative and responsibility in becoming interested, self-conscious readers.

I came to share Wolf's (1989) belief that "when students maintain portfolios of their work, they learn to assess their own progress as learners, and teachers gain new views of their accomplishments in teaching" (p.35). I felt that the process of the students' building the portfolios was the process of their self-assessment of their cognitive as well as metacognitive abilities. At the same time they were demonstrating to me their progress in critical thinking and reading comprehension.

Towards the end of the semester all students had at least two individual conferences with me, in which we not just discussed the content of their portfolios, but also recalled together every step of progress that they had made. By that time, the portfolios were so full that I had great difficulty taking them to my office.

As the final part of the portfolio assessment, the students were asked to organize their portfolios' contents in a meaningful way, retaining only those materials that could reflect their progress during the semester. That is to say, the students should determine the appropriate amount of materials for the final portfolios, and they should select from all the accumulation only those that would indicate the various stages of their learning process, that were representative of their improvement from different perspectives, and that would show their present ability of reading. The process of building the final portfolio was a meaningful training of the students' metacognitive abilities.

Next, each student wrote an introduction and a summary to the portfolio. Finally, the students were asked to give themselves the grades that they thought they deserved. By doing that, the students had one more chance to review their own learning.

THE PRODUCT OF FINAL PORTFOLIOS

I found that all students included in their final portfolios more materials than just the learning journal and the book report that I required. The major categories of the students' reading portfolios included learning journals, classnotes, exercises, quizzes, summaries and reactions to newspaper and magazine articles, other extracurricular reading, works read for other courses, book reports, questions, etc.

The students chose to present their reading samples in different ways. Some organized their materials according to the difficulty level of the study strategies that we had discussed during the semester. Others organized their materials based on the categories of skill types. Still others organized the content on the basis of their own judgment of importance, listing the most meaningful readings first, and the least interesting pieces last. Very few students took the short cut of organizing the content simply following the chronological order of my teaching. Following is one paragraph in which a student, Joan, explains the reasons for her portfolio arrangement:

> I arranged my portfolio in five major parts, because they seemed to be the most significant aspect of my learning. Reading journals show the learning process that I've gone through. Selected major tests and quizzes ... are the evidence for my academic achievements. Selected homework shows the seriousness I took in the course by completing them all. Class notes and voluntary reading work show how I paid attention to reading in class and at home. It is unquestionably clear that I have taken the course seriously and at the same time improved a great deal.

Another student, Keet, wrote in the introduction to the portfolio:

> Organizing my portfolio has helped me see the great progress I have made this semester. I have not only improved academically, but mentally, spiritually, and emotionally as well. I benefitted the most from the many important articles I read both inside and outside the classroom. Reading has made me view life in a different perspective; in a less egotistical way.

I discovered a sense of authority of Joan and Keet over their reading and learning. Instead of waiting to be assessed, they took control of their roles as active learners and assessors. Joan's evaluation of herself as a serious student and an improved reader showed her self-consciousness in the learning process; and Keet's newly-developed appreciation of reading showed a new meaning of study in his life.

> Alex wrote in his portfolio conclusion: I feel that this class has really helped me to read better and to express myself more clearly. Before this class I was very terrified to speak in front of any group of people, and I hated reading. But now I see I can read and write. I will grade myself more in terms of improvement than performance. You know I worked extremely hard. But I still have problems in vocabulary and comprehension. Just let my portfolio speak for itself. I really feel I deserve at least a B-.

Amazingly, the grades the students gave themselves happened to be very close to my grades, and their evaluations of their study were sincere and accurate. This showed their improved metacognitive ability; students knew what they knew and what they didn't know. This is extremely important in academic study.

When giving the final grade, I took into consideration both the reading abilities and the study attitudes of the students. Krest (1990) suggested a useful way of grading students' compositions. She gave her students two grades for each paper, one writing grade and one portfolio grade. I also gave my students two grades, one reading comprehension grade and one reading progress grade. The reading comprehension grade was based on the quality of the reading performance reflected in such work as the reading summaries, classroom exercises, and the book report. And the reading progress grade was based on the journals and the organization and self-reflection in the portfolio. The final grade was a balance of the two. In the developmental reading classes, 60% of the grade depended on the students' progress and their ability to summarize and organize the portfolio information.

SUMMARY

I summarized four major steps for a teacher to take in using portfolio assessment in teaching reading:

1. Set up a clear goal for keeping portfolios at the beginning of the semester. Portfolios can be used to accomplish all kinds of purposes: motivating students, promoting

learning through reflection and self-assessment, evaluating or changing curriculum, replacing or validating other tests, tracking growth over time, evaluating students' thinking and writing processes. In my class, the goal was to encourage self-directed learning transactions as well as to assess reading ability more as a process than a product.

2. Model and participate in the whole process.
   From the very beginning of the semester, encourage the students to model and share with each other their portfolio contents. Be a coach and participant in class discussions, instead of an assessor.

3. Encourage regular self-reflections and peer-reflections throughout the semester.
   Regular self-reflections include writing on specific topics such as study strategies as well as teaching evaluations. Peer-reflections occur in the form of group presentation and class discussion on the contents of the portfolios. Periodically I allocated ten minutes of class time for students to reflect upon their learning process. This provided students the chance for self-monitoring and self-adjustment. Peer-reflection allowed the students to learn from each other and support each other in their individual transactive learning processes.

4. Invite students to evaluate themselves at the end of the semester.
   The sampling and editing of the final portfolio contents is a key element in portfolio assessment. It enables the students not only to review thoroughly the content knowledge that they have learned during the whole semester, but also to evaluate themselves metacognitively.

I feel there are three major advantages of using reading portfolios:

1. As a tool for assessment, portfolios provide the teacher a holistic picture of the students' reading progress, including reading, writing, and critical thinking.

2. As a study strategy, portfolios give students the power of autonomy and the responsibility to do meaningful reading. This may increase their interest in reading in the long run.

3. As a classroom activity, portfolios enable both the teacher and the students to reflect upon their learning process actively and collaboratively. The teacher has constant feedback about her teaching from the students. This may enhance the quality of teaching.

There are many other advantages to using portfolios. For example, I found I lightened my paper grading load. Instead of giving the students quizzes every week plus several summary papers and one major research project to complete as I used to, I gave students the chance to collaborate with one other in evaluating the quality and quantity of their extracurricular reading. When I was reading the entries in the portfolios, I never felt that I was grading papers; instead I had the feeling of entering each students' private world of learning. In a developmental reading class, the writing of the students is much more than the means to evaluate their reading ability. It ought to be the mirror to reflect the students' learning and thinking. Hence my major attention was on the depth of discussion on the reading subject and the organization of critical thinking. Very seldom did I pick on the mechanics and rhetorical styles of the writing. My comments were often in the form of questions which served as guidance for continuous dialogues between me and my students.

I felt that I understood my students much better by reading their journals and the reading materials they chose and by joining the group discussions on their portfolios. I also found that the students felt less threatened and consequently participating more actively in the classroom. Students resume the power to learn instead of waiting for their fate in academic pursuit. The reading portfolio is certainly an effective tool to keep the balance between product and process, structure and freedom, required knowledge and self interest, efferent and aesthetic reading.

To me, using the portfolio in teaching and assessing reading transactions is a meaningful combination of my teaching philosophy with an effective pedagogical tool. Right now, I am still grappling with many problems such as the quantity of material that should be included in the portfolios, the grading balance between reading comprehension ability and reading progress, the ratio between class assignment and students' selected readings, etc. This is only the beginning of my personal inquiry into transaction in reading as well as in teaching.

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SUFFOLK'S EASTERN CAMPUS RETENTION PROGRAM

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Introduction

Suffolk County Community College is a comprehensive multi-campus institution with locations in Brentwood, Selden and Riverhead on Long Island. The Eastern Campus is located on a 192-acre site near Riverhead, and contains three academic and two auxiliary buildings. The Marine Science Center is located on a 50-acre site with one academic building. The Eastern Campus opened its doors in 1977 to join the other two campuses of the college. Today, Eastern's enrollment is about 2,600 students and approximately 1800 FTE's. Full-time enrollment is approximately 46% of the total student body. The campus has comprehensive programs in the Liberal Arts, Accounting and Business, Fine Arts (Graphic and Interior Design), Hospitality (Hotel, Restaurant, Travel and Tourism), Allied Health (Diet Tech), Science and Technology (Science Lab Tech, Horticulture and Science), and Criminal Justice (which includes the Suffolk County Policy Academy). Although all three campuses have made great strides in their efforts to retain students, the Eastern Campus has been the pioneer for the College in the area of retention.

Description of Retention Program

Suffolk's Eastern Campus has successfully designed and implemented an effective retention program. This program is built on the belief that access for students does not necessarily lead to success. As a community college, we have developed numerous ways of affording members of the community access to our College. We have made the same effort in this past decade to afford our students the opportunity for both access to our College as well as success. This multi-faceted program is woven into many aspects of a student college experience, and is designed to improve the retention of the general college population. The College's retention program currently includes the following: training of key personnel, orientation, universal testing, academic advisement, freshman seminar, development courses, honors courses, faculty workshops, early warning, early notification, Lyceum studies, prerequisite blocks, College Skills Center, curriculum and course development and revision, course offerings, coop/internships and exit interviews, program review, and outcomes assessment.

Development of the Program

The designing and implementing of an effective retention program is a process that goes through many phases. The College first explored the topic of retention by answering two key questions: What do we mean by "retention?" and Why is retention an issue?

To answer the first question, we immediately find there is no simple way of defining retention. Retention can mean keeping students until they graduate or it can be defined as keeping our students until they meet their educational goals. The second is perhaps a more accurate definition while simultaneously more difficult to answer. It, of course, assumes we know what each student's educational goals are and that they remain relatively constant or any change can be monitored. While graduation rates are a less accurate measure of retention, they are more easily quantified. Yet another way to explore retention is to look at semester-to-semester retention rates and individual student tracking over several years.

If we explore the second question, why is retention an issue, we see its importance in offering each student an opportunity for academic success as well as maintaining enrollment. Retention is directly correlated to such things as faculty lines, budget, class schedules and a list of other important concerns. There are only two basic ways to maintain enrollment: maintain our current student population and recruit new students. If we look at new student recruitment, we find in most areas nationally the high school population has leveled off or is in decline. More new categories of potential students have already been explored and are currently providing a way to maintain enrollment or provide only modest temporary increases.

So, how do we maximize our retention effort in order to reduce the amount of new recruiting that must be done while simultaneously affording our students the opportunity not only for access, but for success?

Many things must be done to accomplish this task. We all know how important first impressions are in every aspect of life. This phenomenon holds true for institutions as well. Retention begins with the students' first contact with the institution. We must realize that often the admissions officer is the second or third person to come in contact with a perspective student. Often, even before personal contact, the perspective candidate comes in contact with our literature, brochures, catalogs and other items which help to create a campus image. Students need to feel connected — they need to feel a part of and be integrated into campus life. Perhaps Durkheim put it best in his discussion of suicide. "People are less likely to commit suicide the greater their social involvement." Students are less likely to commit academic suicide the greater their campus involvement.

There are many pieces that are a part of the retention puzzle and student involvement in college life. When developing our program, we looked at the whole puzzle and then addressed each of the pieces individually. Different aspects of the program were introduced until our program was completed. Although all areas are included and the general goal of increased student retention has been reached, the program undergoes reviewing and revising to check and chart its effectiveness.

At the onset of a student's integration into campus life, we focus on his/her orientation, Freshman Seminar classes, training and workshops for faculty and other key personnel who have initial contact with new students, and Universal Testing. Orientation for all students is carried out by the Director of Student Activities, Dean of Students and the Office of Instruction.

Training sessions are scheduled each semester for faculty and personnel. Emphasis is placed on training for the Freshman Seminar course and is built around the text "Becoming a Master Student" by David Ellis. Using this text as a base has helped the College develop a course that uncovers the basic tools needed for a student's success. Topics directly related to a student's academic performance include time management, note taking, reading, testing and resources. Money, health and relationships, topics which affect the student's personal and academic life and choices are also included. The catalog describes Freshman Seminar as a course "designed to present methods and techniques which students can adopt to promote their perseverance and success at the College. Specific topics to be included will be college procedures and resources, academic advisement, time management, goal-setting, test-and-note taking, health issues and other areas related to student success in college." This one-credit course is required for graduation for all full-time day students. Freshman Seminar was incorporated into students schedules on the Eastern Campus in Spring 1987 and on the Ammerman and Western campuses in the Fall of 1987.

Universal testing was instituted in 1987 and gave us a tool for identifying those students at highest risk.

Once the student is an active member of the S.C.C.C. community, the networking continues and, in fact, expands throughout our programs.

Academic advisement is available for all students, full-time or part-time. An advisor is assigned to each matriculated student at the time of registration. The counseling office is open both day and evenings; advisors, career counselors, learning disability specialists are valuable resources available to our students.

The college skills center is open daily for use by all students. However, students enrolled in developmental courses have scheduled hours in the skills center. In addition, these students are encouraged to make use of the skills center on a regular basis, not just when having difficulty.

Tutoring is available for all students through the college skills center. Subject areas included regularly are accounting, business, math, criminology, reading, social science and writing. Tutors in other subjects are made available upon request.

Developmental courses help students improve the skills necessary for successful completion of required content area courses.

The above-average student may find the added stimulation and challenge of the Honors Program to be a most valuable part of the retention program. Faculty members can recommend qualified students for Honors courses which can lead to an honors degree. For admission into an honors section, students need a 3.2 cumulative GPA and a B+ or better in Freshman English, or a faculty recommendation and an academic review by the honors committee.

Early Warning and Early Notification Programs were initiated by the Dean of Instruction to identify potential student problems early in the semester. This encourages faculty to evaluate students and intervene early in the semester.

Course prerequisites have been a regular part of Suffolk's course offerings for many years. When courses are introduced, the curriculum committee scrutinizes the skills necessary for a student to be successful in any proposed course. As a result, prerequisites have been difficult to enforce. However, in 1988 prerequisite blocks were computerized. These computer blocks prevent students from enrolling in courses that they are not prepared for, again, maximizing their chances of success. These course prerequisites are periodically reviewed and constantly under revision.

Since 1986 Coop/Internships have been offered in academic and career areas, including Business, Graphic Design, Travel and Tourism, Restaurant and Hotel Management, Political Science, Women's Studies, Interior Design, Horticulture, Broadcast Communications, Paralegal and Marine Science. Coop/Internship opportunities provide students with "hands-on" experience in the area they are pursuing. These programs benefit the students academically and professionally, as well as financially. In surveys conducted by the College of nonreturning students, financial reasons were frequently stated as being the reason for leaving the College. These programs assist in addressing this need. In the Fall of 1990, the Eastern Campus was successful in securing a Cooperative Education Grant. This grant will mean about a half-million dollars over five years and has allowed us to hire a full-time coop director, two coordinators, and a secretary. We also hired faculty to work on curriculum development in Cooperative Education during the summer of 1991. One of the coordinators has taken on the task of expanding the program to the other campuses of the College.

Lyceum studies is a thematic lecture program offered on the Eastern Campus for student enrichment and personal interest. Themes in the past have included our Environment, the First Amendment, The Family, and Heroism. The purpose of this course is to award one unit of academic credit to students who attend various Lyceum events during a semester and demonstrate that they have gained knowledge about the thematic topics. This is a one-credit course open to all students, and may be repeated any number of times for Liberal Arts credit. Lyceum events are scheduled throughout the semester. Students enrolled in Lyceum Studies will have the additional requirement of reading a book related to the Lyceum events. They will have the opportunity to attend one or more discussions of that book and will be required to write a paper, due at the end of the semester, integrating thematically the various Lyceum experiences of the semester.

The puzzle for each individual is completed with exit interviews conducted by counseling or the registrar's office. Students withdrawing from the College without completion of a certificate or a degree are required to complete a questionnaire stating the reason for withdrawing. The results of these interviews are recorded and maintained in the students academic file.

Specific Goal and Objectives of the Retention Program

The specific goal of the retention program was to increase retention of students by providing them with the skills and support necessary to succeed. The group targeted for this retention program was/is the entire general campus population with special emphasis on those students at highest risk. Since historically a large percentage of students are lost early in the first semester of college, early identification of students with academic deficiencies is essential to their success. These students were identified through the Universal Testing Program which was instituted in

January 1987 on the Eastern Campus. Prior to then, students were tested in reading, math, and English classes without mandatory placement. The results were used during counseling to encourage students to take basic courses. However, the tests were administered to students enrolled in basic reading, math or English courses. Through the instituting of Universal Testing, all matriculated students were tested. A study of non-matriculated students found that their use of counseling and course selection process was relatively accurate. Non-matriculated students tended to be older, more mature, and usually self-motivated, but were less confident in their prior knowledge, and thus more likely to take or repeat prerequisites. We then used the Universal Testing scores, in combination with other standardized test scores in the students high school record, to institute mandatory placement in developmental courses when necessary. This resulted in eliminating the loss of some students that "fell through the cracks."

Each campus offers a program that provides intensive assistance to help students prepare for college course work. Soon after the students are admitted and assigned a matriculated status, they are contacted to arrange a time to take the Computerized Placement Tests required of all newly-admitted, full and part-time matriculated students. These tests were developed to determine what level of course work is appropriate for new students, college-level or some level of developmental studies. Students transferring from another college who can demonstrate they have successfully completed the appropriate college-level courses may have the placement test requirement waived. The developmental program may lengthen the time required to complete a degree.

While in the developmental program, students may enroll in no more than 14 hours/credits and make changes in courses only after written approval by the Office of Instruction or the Counseling Office at the Eastern Campus. The developmental program provides a wide range of support services including individual counseling and advisement. In addition, there is a college skills center which offers faculty and peer tutoring in reading, writing, and mathematics. Financial assistance is also provided to students meeting specific criteria of need who otherwise might not be able to attend college. The Eastern Campus has followed the theory that "time on task" is an important ingredient in building basic skills. We have added interdisciplinary courses in Critical Thinking to our developmen-tal classes. Students in Level 1 Developmental classes take Math, Reading, English, and Critical Thinking ID09, three hours each for a total of twelve hours.

The general college population is addressed throughout our program in all the areas previously mentioned.

Results and Outcomes for Students and the Institution

The campus is continuously reviewing the figures that help chart the success of our retention program and, ultimately, our students.

We can compare figures that point to student success and improved retention enrollment for the institution. Studying the before and after effects of the retention program will show the increase in the number of students which remains enrolled after one semester. (The highest percentage of students drop out after one semester.)

The chart below compares the percent of students remaining after one semester of college.

EASTERN CAMPUS PERSISTENCE RATE

Semester Entering	Total No. Entering*	No. of Student Remaining After One Semester	Percent Remaining
2/85	106	72.6%	146
9/85	295	71.8%	411
2/86	113	74.8%	151
9/86	345	73.4%	470
**			
2/87	156	78.8%	198
9/87	307	83.4%	368
2/88	101	97.1%	104
9/88	450	88.9%	506

Figures are rounded to the nearest tenth
*Higher No. entering in fall semester **Start of Universal Testing

Use of Resources

Our retention program has been implemented within the College's budget.

The largest expense resulting from the incorporation of this program was due to the Universal Testing. It was determined that the testing fee, to cover tests, proctoring and scoring, would be twenty dollars per student. This fee is included in the student's tuition and fees package as a placement testing fee.

Due to the institution's interest in making retention a priority, funds have been shifted to cover the additional expenses created by this program. Training sessions and workshops, orientation, academic advisement, the developmental center program, College Skills Center and tutoring, Early Warning and Notification and Honors Programs are all included in the annual budget. These services have become standard at the College.

The College has examined other possibilities, such as additional workshops and an expanded mentoring program, but cannot increase the budget at this point in time.

Potential for Adaptation by Other Institutions

The program we have instituted for retention of our students could be easily adapted by other institutions. Modifications could be made to meet the needs of the individual college. We presently use the computer version of the New Jersey Basic Skills Test which has been computerized for our use. Our program affords other institutions the possibility of adapting those segments which would be most beneficial and best fit their needs.

Since the preparation of our initial descriptive manuscript, we have been analyzing the data collected from our initial enrollment data entry questionnaire and grade distribution reports. This has helped us to answer two additional questions: 1) Who attends the Eastern Campus of Suffolk Community College? and 2) Have the changes instituted in our developmental courses made any significant difference in student performance?

By analyzing our initial enrollment data entry forms, which contained over 5,600 cases, the following profile of our student body emerged. When we look at age, we found that 39.9% of our student body was under age 20, that is traditional freshman and sophomore college-age students. In addition, the following age cohorts were as follows:

Ages 20 - 24 = 19.4%
Ages 25-29 = 11.6%
Ages 30 - 39 = 17.4%
Ages 40-59 = 10.5% and
over 60 = 1.2%

We found that 46.7 of our students took a full-time course load of 12 credits or more. Most of those who attend full-time were under 20, attending during the day and planned to transfer. Those students who attended evenings were those who attend to improve their job skills, and those who attend for personal interest tended to take four or less credits a semester. This normally would translate into one course at a time. It was also most interesting to find that 45% of our students reported their reason for attending as "job preparation," while 22% attend with the objective of transferring to another institution. We also found that only 55.3% entered with the objective of receiving a certificate or a degree. It is also noteworthy to mention that 42.5% of our students work between 21 and 40 hours/week. When we consider that only 55.3% enter with the objective of completing a degree or certificate, and although 22% plan to transfer, we found no correlation between those who plan to graduate and those who plan to transfer. Therefore, our retention statistics become even more significant if we begin with the premise that 22% plan to transfer, often after the completion of one semester, and only 55.3% ever intended to get a degree or certificate. It is our hope to expand upon this segment of the analysis and determine the actual percentage of those students who persist until they have accomplished their intended goals. We are also interested in examining the question as to whether our efforts have encour-aged the quest for higher education and have caused student goals and self-expectations to increase.

The second part of our current analysis is to look at student performance in our developmental courses since the additional of the Critical Thinking course. This change was implemented to allow students more "time on task" while simultaneously allowing a developmental student to attend full-time without being required to take a content-area course. After looking at pre- and

post-test data, we were able to determine a significant increase in post-test results after the addition of first a recitation hour in 1987, then the Critical Thinking course. However, we were also interested in an analysis of course performance. The following chart shows a post-1987 increase in satisfactory grade completions. In EG10 Develop-mental English, the increased performance was significant at the .001 level.

RE10 Reading in the Content Area
Grades Broken down by Year. Chi Square = 14.68, p. <.05

Year	F N	F Row %	D N	D Row %	C or Above N	C or Above Row %	Total
1986	3	12.0	4	16.0	18	72.0	25
1987	5	8.77	9	15.8	43	75.4	57
1988	8	6.15	11	8.46	111	85.38	130
1989	7	4.39	6	3.75	147	91.88	160

EG10 Developmental Writing
Grades Broken down by Year. Chi Square = 28.63, p. <.001

Year	U N	U Row %	R N	R Row %	S N	S Row %	Total
1986	5	16.0	1	3.2	25	80.6	31
1987	3	5.01	12	20.3	44	74.6	59
1988	5	4.85	1	.97	97	94.2	103
1989	9	8.57	6	5.7	90	85.7	105

MA10 Developmental Mathematics Skills
Grades Broken down by Year. Chi Square = 17.56, p. <.01

Year	U N	U Row %	R N	R Row %	S N	S Row %	Total
1986	2	9.5	7	33.3	12	57.1	21
1987	6	18.2	6	18.2	21	63.6	33
1988	1	2.6	3	7.9	34	89.5	38
1989	1	2.5	4	10.0	35	87.5	40

MA05 Algebra I
Grades Broken down by Year. Chi Square = 11.73, p. <.06

Year	U N	U Row %	R N	R Row %	S N	S Row %	Total
1986	10	22.2	10	22.2	25	55.6	45
1987	12	9.4	5	9.4	36	67.9	53
1988	10	11.7	9	11.7	58	75.3	77
1989	5	14.9	10	14.9	52	77.6	67

It is our hope to continue to analyze the data collected in an effort to answer many of the yet unanswered questions. We will continue to refine our retention program as our goal is to give students every possible chance at academic success.

About the Contributors

Dorworth Vicky Dorworth is a professor and the coordinator of the criminal justice program at Montgomery College in Rockville, MD. She is a doctoral candidate at Virginia Polytechnic Institute, where her research interests focus on criminal justice education. Her past publications include research on feminist pedagogy and integrating women into the criminal justice and criminology classroom.

Durfee Patricia Durfee, a professor of English at Broome Community College in Binghamton, has been involved with writing-across-the-curriculum since 1985 and has published several articles. Currently, she chairs the WAC Committee and serves as a writing consultant to other community colleges.

Henry Marie R. Henry is the chairperson, Social and Behavioral Sciences Division, and coordinator of the Criminal Justice Program at Sullivan County Community College. She received her JD from the National Law Center, George Washington University. Her current research interests include globalization of criminal justice education and the integration of multiple styles of teaching and learning into the classroom. She is currently publishing pedagogical ideas and resources in instructor's manuals for sociology, criminology, and criminal justice textbooks and for the American Sociological Association's Teaching Resource Center.

Kucij John Kucij is Director of the Public and Community Services Project at Hudson Valley Community College. He administers all grant-funded training for disadvantaged populations as well as both credit and non-credit training for government workers and labor unions.

Manning Randolph H. Manning is currently the Dean of Instruction and Professor of Psychology and Sociology at the Suffolk County Community College Eastern Campus. He has presented at numerous conferences on retention nationwide; authored viewpoint articles for *Newsday* series, "A World Apart"; and is the receipient of numerous awards, most recently, "Who's Who in American Education, 1992.

McMann Mary McMann is an Associate Professor in the Counseling Department at Onondaga Community College. She is a graduate of St. Lawrence University and holds a Master of Arts in Teaching from Colgate University and a Master of Science and Certificate of Advanced Studies in Counseling Psychology from State University at Albany. Currently, she is completing her doctorate at Syracuse University in Higher Education. Her research interests focus on the areas of the faculty renewal process and the work of women and minority faculty members at the community college.

Mullin Robert J. Mullin is a Professor of Management at Orange County Community College. He has developed and taught the course, "Principles of Management." He is also coauthor of the degree program in Leisure Services Management. As Chairman of the Department of Banking/Finance/Real Estate, he teaches and assists students in their career development in the Retail Business Management program. As a trainer/consultant, he has developed and presented supervisory/management seminars and workshops for a variety of organizations. He received his Bachelor of Arts degree from Cathedral College, New York, and his Master of Science degree from St. John's University, New York. This is his third contribution to *Colleague*.

Noonan

Alison Noonan has been Director of Community Relations at Finger Lakes Community College since 1988. Prior to joining Finger Lakes, she was the Associate Director of Publications at Hartwick College in Oneonta. She received her Bachelor's degree in Public Relations/Journalism at Utica College, a division of Syracuse University, and an Associate's degree in Communications and Media Arts from Niagara County Community College. She is scheduled to receive her Master's degree in Human Resource Development from Rochester Institute of Technology this year.

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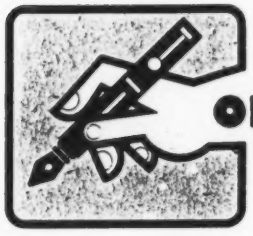
Wilder

Cora W. Wilder, Professor of Sociology, is Chair of the Department of Social Sciences at Rockland Community College. A Fulbright-Hayes Scholar, she received her BA and BSW from Howard University. She was prominent in the development of PDA 101 (Pluralism and Diversity in America), a graduation requirement for all students, and she is co-editor of the reader, *Celebrating Diversity*, published by Ginn Press. Recently, she was appointed Assistant Director of the Institute for the Study and Advancement of Pluralism and Diversity, the body responsible for ongoing faculty development and instruction, coordination of scholarly seminars, conference planning, and scheduling of classes.

Zhang

Jian Zhang is an assistant professor of reading at Suffolk County Community College. She received her Ph.D. in reading, language, and cognition from Hofstra University. Prior to her coming to the United States as a doctoral candidate in 1986, she taught English in the East China Normal University, Shanghai, People's Republic of China. Zhang is currently writing a textbook, *Living English for Native Chinese Speakers*, under contract with Random House. She has recently had one article, "Reading Portfolio Assessment for ESL Classes," accepted for publication in *New Ways in Teaching Reading* edited by R. R. Day, TESOL, Inc. She has also cotranslated with R. Janssen two contemporary Chinese short story and novella collections: *Dialogues in the Paradise* (1989) and *Old Floating Clouds* (1991), Northwestern University Press. Her current research interest includes reader response theory and reading assessment.



COLLEAGUE

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